

## **Implementing the Essential For Living Curriculum**

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### **DFW Autism Conference Families for Effective Autism Treatment- North Texas**

Hurst Conference Center-Hurst, TX

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#### **OBJECTIVES**

1. To provide an overview of B.F. Skinner’s analysis of verbal behavior.
2. To discuss the importance of teaching verbal behavior as a component of a treatment program for children and adults with moderate to severe developmental disabilities and autism.
3. To provide an introduction to the “Essential for Living” assessment and curriculum for teaching functional skills.
4. How to Choose a “Method of Speaking” - Talking, Manual Sign Language or Picture Selection?
5. How to teach manding, tacting and listener responses in the functional context of daily activities.
6. How to teach tolerating skills- waiting, interruption, told no, etc.
7. How to teach Activities of Daily Living

# Essential for Living

## Functional Skill Curriculum



What it is?

Why use a functional curriculum?

Understanding the EFL

Data Collection

Program Implementation & Teaching

3

# Transitioning into Adult Services

## Employment Statistics

- 15% - 18% of disabled people are employed as compared to 87.7% of non-disabled people
- Only 10% of adults with Autism are employed = 90% unemployed
- That means if your district graduates 20 students with Autism, only 2 will be employed
- Other sources cite this number to be closer to 97%.

4

## Transitioning into Adult Services

- Housing Statistics
  - 35% of adults with Autism will need 24-hour support
  - 87% of adults with Autism live with their parents but only 22% want to live there
  - A 22% expansion in residential supports nationwide is needed to meet the needs of housing for people with disabilities
  - Moratorium on housing in NYS – currently, no new housing available for graduating students.
- Numbers that aren't reported – the number of people with ASD who are rejected from housing due to the intense level of services needed (specifically problem behavior).

5

## Transitioning into Adult Services

- Day Services
  - There has been a push to integrate adult day services – “Without Walls”
  - Closure of sheltered work shops
  - Increased staff to individual ratio (typically 1:12-15)
  - Limited to none specific training on the challenges that may arise with Autism.
  - Increase in Autism-specific day services but are NOT funded by NYS (private pay forever?)

***Where does that leave people with challenging behavior and/or limited skills?***

6

## Transitioning into Adult Services

- How can we help our students to avoid becoming part of these statistics?
- Through teaching and skill development!

7

## Day Programs - Points to consider...

- Can the student tolerate changes in the schedule?
  - Schedule changes/staffing changes will occur at some point at most programs, can the student “go with the flow?”
- Can the student request assistance when needed?
  - Asking for help to find a location, zippering a jacket, warming up food

8

## Transitioning into Adult Services

- Quality of Life
  - 39% of individuals with autism no longer see friends after high school
  - 53% were not invited to social activities with friends for more than a year after high school
  - 67% of people with autism are victims of abuse
  - When students with autism finish high school, their educational services stop. The emphasis goes from skill development to care.

David video

9

## Transitioning into Adult Services

- How can we help our students to avoid becoming part of these statistics?
- Through teaching and skill development!

10

## As we think through some of these issues, what can we do as educators to arrange for the best outcome for each of our students?

- Many of these students will be spending a great deal of time at home or a day hab center or possibly job sites. We must optimize this teaching time to teach independence leading to less reliance on adults and caregivers.
- A few of the many possibilities...
  - Teach greater independence in hygiene and daily living activities
  - Teach them to access reinforcers through manding/social interactions
  - Teach them to contact reinforcement through leisure activities that they can independently access on their own- including meal preparation

11

## Why a Functional Skills Curriculum?

- There is a growing need for a curriculum and teaching methods for persons with moderate to severe developmental disabilities.
  - In the older learner/ adult population
  - With children who have more complex challenging needs
  - Schools and agencies looking for a curriculum and assessment tool which enables them to track smaller steps of progress for pupils who have complex and challenging needs
- In this workshop we will review how the EFL may assist you in assessing, teaching and monitoring progress of these learners whatever their age.

12

## Why is it important to look at other skills as students become young adults?

- Many of the older student population you serve may have limited opportunities after they leave school
- The goal is that many of these students can live an independent life, hold a job, maintain friendships, and take care of themselves as it relates to personal hygiene and care.

### **The Reality ....**

- Many students fail to achieve on one of these areas and it is therefore critical that we begin to specifically target some of these areas to program for the best outcome

[Losing the Safety Net Video](#)

13

## Let's think about long-term goals and long-term placement for some of our students.

- Can they hold a paying job in which they perform the expected tasks with very little modifications?
- Will they be attending programs at adult day centers?
- Where will they live as an adult?
  - Will they continue to live in the family home?
  - Will they be in independent or supported living?
  - Will they be in a residential placement?

14

Can our students hold a paying job in which they perform the expected tasks with very little modifications?

- Can the student wait?
  - Other staff may not finish their jobs at the same time; can the student wait for their colleagues to finish?
- Can the student follow multiple step directions – without assistance?
  - Many of the job tasks may require following multiple steps
  - In addition, new tasks will be introduced without the precise teaching and prompting that has been provided in the past.

15

## Job Placement – points to consider...

- Can the student work for delayed reinforcement?
  - Completing jobs and tasks may take a significant amount of time, can the student stay on task and tolerate working for a long period of time before a break?
- Can the student receive feedback and “constructive criticism” from supervisors or other job coaches?
  - Many of our students are accustomed to hearing feedback from the school staff, however they may not be used to getting feedback from other adults. In an off-campus job, most of the coaching and feedback will come from a site supervisor or boss.

16

## Adult Programs - points to consider...

- Can the student tolerate changes in the schedule?
  - Schedule changes/staffing changes will occur at some point at most programs, can the student “go with the flow?”
- Can the student request assistance when needed?
  - Asking for help to find a location, zippering a jacket, warming up food
- Can the student complete activities of daily living?
  - Can they use the bathroom independently? Wash their hands?
- Can the student follow directions while out in the community?
  - Are they able to stay with a group, follow directions to cross the street, wait, stop?
  - Most day program staff-to-participant ratios are much leaner than school ratios

17

## Adult Day program- points to consider...

- Does the student have any self-stimulatory behavior that interferes with task completion or is disruptive to other staff?
  - Does the student engage in stereotypies that prevent them from completing tasks or is disruptive to other students that prevents or delays them from completing tasks or integrating into the community?
- Can students tolerate people around him, loud noises, and some general commotion?
  - Many job sites have “lots going on”, e.g. people talking loudly, radios playing, machinery, etc... would this upset the student or prevent them from completing the job?

18

As we think through some of these issues, what can we do as educators to arrange for the best outcome for each of our students?

- Many of these students will be spending a great deal of time at home or a day center or possibly job sites. We must optimize this teaching time to teach independence leading to less reliance on adults and caregivers.
- A few of the many possibilities...
  - Teach them to access reinforcers through manding/social interactions
  - Teach them to wait, to accept no, to transition, share and take turns
  - Teach them to contact reinforcement through leisure activities that they can independently access on their own- including meal preparation
  - Teach greater independence in hygiene and daily living activities

19

## Understanding the Essential for Living: A Communication, Behavior and Functional Skills Assessment, Curriculum and Teaching Manual



20

## Essential for Living

- “It’s about a Method of Speaking”
- “It’s about Essential 8 Skills that will get you to a happier and fulfilling adult life”
- “It scores small steps of incremental progress”

*Pat McGreevy*

21

## Essential For Living (EFL)

- Designed for both children and adults with moderate to severe disabilities.
- Based on the basic principles of Applied Behavior Analysis including Skinner’s analysis of verbal behavior (listening and speaking skills)
- While there are other good assessments and curriculums for students with moderate to severe disabilities such as:
  - *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* (Ford et al., 1989)
  - *A Functional Curriculum for Teaching Students with Disabilities* (Valletutti et al., 2008)

22

## Essential For Living (EFL)

- This is the **only** instrument that is based on the concepts, principles and procedures of ABA and includes **speaking and listening** skills based on Skinners analysis of verbal behavior (Skinner 1957)
- It is both an assessment and curriculum
- It identifies current level of performance (within each area in the assessment)
- Leads to development of goals and objectives for IEP's
- Can track skills over time similar to the ABLLS and VB-MAPP

23

## What It is NOT

- It is not a developmental assessment
- It is not based on age or grade levels
- Skills are not in order of development
  - The VB-MAPP is composed of skills arranged in a sequence in which typically-developing learners generally acquire
  - Skills from the VB-MAPP are not functional – they are developmental

24

## It is.....

- It is, “composed of functional skills and behaviors, which are essential for effective daily living and which result in an improved quality of life for children and adults” McGreevy
- Focus on:
  - Skills and behaviors which are required in other settings
  - Skills and behaviors which are taught in circumstances similar to those which occur in those settings
  - In the absence of which, learners would require the assistance of other persons or
  - Which result in increased access to preferred items, activities, places and people

25

## Developmental Skills from the VB-MAPP and Functional Skills from the Essential for Living (Table 1 Page 1)

Developmental Skills from the ABLLS-R / VB-MAPP	Functional Skills from the Essential for Living
Makes requests with three different carrier phrases	Makes a request for assistance with menstruation or locating a restroom
Looks for an item that has fallen out of sight	Retrieves a wash cloth from a linen closet
Matches identical items or pictures in a neat array of three	Takes clothes out of a dryer, matches socks and folds socks
Touches one of two body parts when directed to do so	Retrieves items and participates in activities that are part of snack or break time (e.g. plate, napkin, pouring juice, table, trash can, and throwing away trash)
Completes out of context fill-in-the blank phrases	Provides name and address when asked to do so
Uses irregular plurals correctly	Makes requests that include two same item, two items, or an item with a feature (e.g. two cookies, juice and cookies or strawberry yogurt)

26



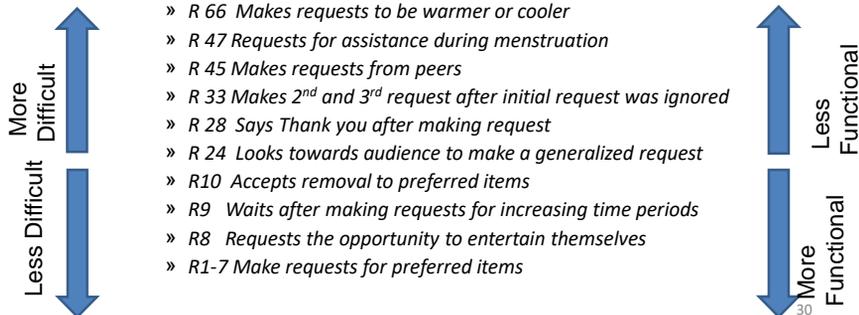
# Domains of the EFL

- Speaking and Listening
  1. Requests and Related Listener Responses
  2. Listener Responses, Names and Descriptions
  3. Answers to Questions and Conversations
- Doing
  4. Daily Living and Related Activities
  5. Functional Academic Skills
    - » Responding to Text as a Listener and Reading
    - » Schedules, Lists and Time
    - » Math Skills
    - » Writing or typing Skills
- Tolerating
  6. Tolerating Skills and Eggshells
- Tool Movements
  7. Tool Skills and Component Skills
- Inappropriate Behaviors
  - Problem Behaviors

29

# Sequence of Domains

- Within each domain the skills are arranged from less to more difficult and more to less functional.
- For example in Skill Domain *Requests and Related Responses (R)*



30

# Sequence Continued



Less Difficult &  
More Functional



Less Functional &  
More Difficult

Categorized as.....

“must have”    “should have”    “good to have”    “nice to have”

**Chapter 3. Scope and Sequence, A Summary of Learner Assessments and Subsequent Progress, and Sample IEPs and ISPs (SS, SAP, IEP)**  
Scope and Sequence (SS)

**Within Skill Domains**

As indicated in chapter 1, *Essential for Living* includes seven skill domains and one domain on problem behavior. Skills are designated as must-have, should-have, good-to-have, and nice-to-have within each skill domain. *Must-have* skills, also referred to as *The Essential Eight*, are generally more functional and less difficult and should be assessed and taught first, followed by *should-have*, *good-to-have*, and *nice-to-have* skills, which are progressively less functional and more difficult. Table 1 describes the scope and sequence of *Essential for Living* within skill domains, that is, the skills in each domain from *must-have* to *nice-to-have*, their skill numbers, and their page numbers in *The Professional Practitioner's Handbook (EFL)* and *The Assessment and Record of Progress (ARP) Manual (Learner Scoring Manual)*. *Must-have skills*, that is, *The Essential Eight*, are part of Skill Domains 1, 2, 4, and 6, and are printed in bold.

Table 1.

The Scope and Sequence of *Essential for Living* within Skill Domains

Chapter 7. Speaking and Listening Skills

7a. Domain 1: Requests and Related Listener Responses (R) .....	(EFL-113, ARP-7)
<b>Must-have Requests and Related Listener Responses</b>	
<b>Indications of Interest and Making Requests</b> .....	R1-5, R6, R7-8 ..... (EFL-115, ARP-7)
<b>Waiting</b> .....	R14, R17-21 ..... (EFL-121, ARP-9)
<b>Accepting Removals, Making Transitions, Sharing, and Taking Turns</b> .....	R9 ..... (EFL-121, ARP-9)
<b>Completing 10 Consecutive, Brief, Previously Acquired Tasks</b> .....	R10, R12-13 ..... (EFL-121, ARP-9)
<b>Accepting 'No'</b> .....	R11 ..... (EFL-121, ARP-10)
<b>Accepting 'No'</b> .....	R15-16 ..... (EFL-122, ARP-11)
Should-have Requests and Related Listener Responses	
<b>Making Requests</b> .....	R22-24, R27-28, R30-31 ... (EFL-124, ARP-13)
<b>Waiting</b> .....	R33-39, R41, R43-45, R47-48 ..... (EFL-125, ARP-14)
<b>Accepting 'No'</b> .....	R25 ..... (EFL-125, ARP-15)
<b>Completing 20 Consecutive, Previously Acquired Tasks</b> .....	R26, R32, R40, R42 ..... (EFL-125, ARP-15)
<b>Responding Appropriately to Removals by Peers</b> .....	R29 ..... (EFL-126, ARP-17)
<b>Completing 20 Consecutive, Previously Acquired Tasks</b> .....	R46 ..... (EFL-129, ARP-21)
<b>Good-to-have Requests and Related Listener Responses</b>	
<b>Making Special Requests</b> .....	R49-70 ..... (EFL-129, ARP-22)
<b>Making Requests that Require 2-4 Words, Signs, or Pictures</b> .....	R71-79 ..... (EFL-133, ARP-24)
<b>Nice-to-have Requests and Related Listener Responses</b>	
<b>Making Advanced Requests</b> .....	R80-83 ..... (EFL-135, ARP-26)
<b>Requesting Information</b> .....	R84-88 ..... (EFL-136, ARP-27)
<b>Other Advanced Requests</b> .....	R89-90 ..... (EFL-137, ARP-28)
7b. Domain 2: Listener Responses, Names, and Descriptions (LR, LRND) .....	(EFL-145, ARP-30)
<b>Must-have Listener Responses</b>	
<b>Following Directions Related to Health and Safety</b> .....	LR1-11 ..... (EFL-148, ARP-30)
Should-have Listener Responses	
<b>Following Directions to Complete Routine Activities</b> .....	LR12-17 ..... (EFL-151, ARP-31)

Chapter 3  
SS, SAP, IEP

Table 1. (cont.)  
The Scope and Sequence of Essential for Living within Skill Domains

**7b. Domain 2: Listener Responses, Names, and Descriptions (LR, LRND) [cont.]** (EFL-145, ARP-30)

**Good-to-have Listener Responses, Names, and Descriptions**  
Recognizing, Retrieving, and Relocating Items, Completing Activities, and Naming Items and Describing Activities that are Part of Routine Events... LRND1-13..... (EFL-153, ARP-33)

Routine Events 1-3 The First Time Around..... LRND1.1-3.1 rec ret rel ... (EFL-154, ARP-33)  
comp nd

Routine Events 4-6 The First Time Around..... LRND4.1-6.1 rec ret rel ... (EFL-154, ARP-39)  
comp nd

Routine Events 1-3 The Second Time Around..... LRND1.2-3.2 rec ret rel ... (EFL-154, ARP-33)  
comp nd

Routine Events 7-13..... LRND7-13 rec ret rel ... (EFL-156, ARP-45)  
comp nd

Routine Events 1-3 The Third Time Around..... LRND1.3-3.3 rec ret rel ... (EFL-157, ARP-34)  
comp nd

Routine Events 4-6 The Second Time Around..... LRND4.2-6.2 rec ret rel ... (EFL-157, ARP-40)  
comp nd

**Nice-to-have Listener Responses, Names, and Descriptions**  
Recognizing, Naming and Describing  
Physical Sensations or Emotions..... LRND14-15..... (EFL-160, ARP-59)

Event 14 – Pain or Discomfort..... LRND14 rec nd req ..... (EFL-160, ARP-59)

Event 15 – Sadness, Happiness, or Anger..... LRND15 rec nd req ..... (EFL-161, ARP-59)

**7c. Domain 3: Answers to Questions and Conversations (AQ, C)** (EFL-167, ARP-59)

**Good-to-have Answers to Questions**  
Answering Questions that are Part of Routine Events... AQ1-13..... (EFL-174, ARP-59)

Routine Events 1-3 The First Time Around..... AQ1.1-3.1 ..... (EFL-174, ARP-59)

Routine Events 4-6 The First Time Around..... AQ4.1-6.1 ..... (EFL-174, ARP-63)

Routine Events 1-3 The Second Time Around..... AQ1.2-3.2 ..... (EFL-175, ARP-60)

Routine Events 7-13..... AQ7-13 ..... (EFL-176, ARP-66)

Routine Events 1-3 The Third Time Around..... AQ1.3-3.3 ..... (EFL-176, ARP-60)

Routine Events 4-6 The Second Time Around..... AQ4.2-6.2 ..... (EFL-176, ARP-63)

**Nice-to-have Answers to Questions**  
Answering Questions about  
Physical Sensations or Emotions..... AQ14-15..... (EFL-178, ARP-73)

Event 14 – Pain or Discomfort..... AQ14 ..... (EFL-178, ARP-73)

Event 15 – Sadness, Happiness, or Anger..... AQ15 ..... (EFL-178, ARP-74)

**Good-to-have Conversations**  
Participating in Conversations that are Part of Routine Events..... C1-13..... (EFL-181, ARP-75)

Routine Events 1-3 The First Time Around..... C1.1-3.1 ..... (EFL-181, ARP-75)

Routine Events 4-6 The First Time Around..... C4.1-6.1 ..... (EFL-181, ARP-75)

Routine Events 1-3 The Second Time Around..... C1.2-3.2 ..... (EFL-182, ARP-75)

Routine Events 1-3 The Third Time Around..... C1.3-3.3 ..... (EFL-182, ARP-75)

Routine Events 4-6 The Second Time Around..... C4.2-6.2 ..... (EFL-182, ARP-75)

Routine Events 7-13..... C7-13 ..... (EFL-182, ARP-75)

Table 1. (cont.)  
The Scope and Sequence of Essential for Living within Skill Domains

**Chapter 8. Doing Skills**

**8a. Domain 4: Daily Living and Related Skills (DLS)** (EFL-187, ARP-76)

**Must-have Daily Living Skills Related to Health and Safety**

**Eating, Drinking, and Feeding**..... DLS-EDF1-9 ..... (EFL-188, ARP-76)

**Sleeping**..... DLS-Slp1-2 ..... (EFL-189, ARP-77)

**Mobility and Transportation**..... DLS-MT1-5 ..... (EFL-189, ARP-77)

**Avoiding Harmful Items, Substances, and Situations**..... DLS-AHS1-15 ..... (EFL-189, ARP-78)

**Other Activities Related to Health and Safety**..... DLS-HS1-8 ..... (EFL-189, ARP-79)

**Should-have Daily Living and Related Skills**

**Eating, Drinking, and Feeding**..... DLS-EDF10-28 ..... (EFL-190, ARP-80)

**Medical Procedures and Medication Administration**..... DLS-MM1-9 ..... (EFL-190, ARP-81)

**Sleeping**..... DLS-Slp3-6 ..... (EFL-191, ARP-82)

**Mobility and Transportation**..... DLS-MT6-16 ..... (EFL-191, ARP-82)

**Avoiding Harmful Items, Substances, and Situations**..... DLS-AHS16-19 ..... (EFL-191, ARP-83)

**Toileting**..... DLS-Toil1-11 ..... (EFL-191, ARP-84)

**Bathing and Personal Hygiene**..... DLS-BPH11-21 ..... (EFL-192, ARP-85)

**Dressing**..... DLS-D1-39 ..... (EFL-192, ARP-86)

**Leisure Activities at Home**..... DLS-LAH1-13 ..... (EFL-193, ARP-89)

**School, Instruction, and Therapy**..... DLS-SIT1-25 ..... (EFL-194, ARP-90)

**Day Activity Skills**..... DLS-DAS1-6 ..... (EFL-194, ARP-92)

**Vocational Skills**..... DLS-V1-47 ..... (EFL-195, ARP-92)

**Good-to-have Daily Living and Related Skills**

**Other Routine, Daily Activities**..... DLS-RDA1-9 ..... (EFL-196, ARP-97)

**Leisure Activities in the Community**..... DLS-LAC1-12 ..... (EFL-197, ARP-98)

**Laundry**..... DLS-L1-14 ..... (EFL-197, ARP-99)

**Cleaning**..... DLS-C1-16 ..... (EFL-198, ARP-100)

**Using a Telephone**..... DLS-TC1-7 ..... (EFL-198, ARP-102)

**Preparing Food**..... DLS-PF1-25 ..... (EFL-198, ARP-102)

**8b. Domain 5: Functional Academic Skills** (EFL-205, ARP-105)

**8b1. Responding to Text as a Listener and Reading (RTL, Rdg)** (EFL-205, ARP-105)

**Good-to-have Responses to Text as a Listener**..... RTL1-14 ..... (EFL-206, ARP-105)

**Good-to-have Reading Skills**..... Rdg1-14 ..... (EFL-207, ARP-109)

**8b2. Schedules, Lists, and Time (SLT)** (EFL-211, ARP-114)

**Good-to-have Schedules and Lists**..... SLT1-10 ..... (EFL-214, ARP-114)

**Nice-to-have Time Skills**..... SLT11-17 ..... (EFL-216, ARP-116)

**8b3. Math Skills (MTS)** (EFL-221, ARP-117)

**Good-to-have Math Skills**..... Num1-17 ..... (EFL-222, ARP-117)

**8b4. Writing or Typing Skills (WT)** (EFL-227, ARP-119)

**Good-to-have Writing or Typing Skills**..... WT1-6 ..... (EFL-227, ARP-119)

**Nice-to-have Writing or Typing Skills**..... WT7-12 ..... (EFL-228, ARP-120)

Table 1. (cont.)

The Scope and Sequence of <i>Essential for Living</i> within Skill Domains		
Chapter 9. Domain 6: Tolerating Skills and Eggshells (T) .....		(EFL-231, ARP-123)
<b>Must-have Tolerating Skills Related to Health and Safety</b> .....		
<b>Basic Human Interaction</b> .....	T-BH1-5 .....	(EFL-231, ARP-123)
<b>Eating, Drinking, and Feeding</b> .....	T-EDF1-11 .....	(EFL-232, ARP-123)
<b>Daily Medical Procedures and Medication Administration</b> .....	T-DM1-9 .....	(EFL-232, ARP-124)
<b>Sleeping</b> .....	T-Slp1-5 .....	(EFL-232, ARP-125)
<b>Toileting</b> .....	T-Toil1-5 .....	(EFL-233, ARP-125)
<b>Positioning and Range of Motion</b> .....	T-PRM1-6 .....	(EFL-233, ARP-126)
<b>Prosthetic, Therapeutic, and Adapted Equipment</b> .....	T-PTA1-11 .....	(EFL-233, ARP-126)
<b>Protective Equipment and Mechanical Restraints</b> .....	T-PEAR1-10 .....	(EFL-234, ARP-127)
<b>Bathing and Personal Hygiene</b> .....	T-BPH1-8 .....	(EFL-234, ARP-128)
<b>Daily Dental Procedures</b> .....	T-DD1 .....	(EFL-234, ARP-129)
<b>Should-have Tolerating Skills</b> .....		
Clothing and Accessories .....	T-C1-15 .....	(EFL-235, ARP-129)
Transportation .....	T-Trp1-9 .....	(EFL-235, ARP-130)
Sleeping .....	T-Slp6-8 .....	(EFL-235, ARP-131)
Daily Dental Procedures .....	T-DD2-4 .....	(EFL-236, ARP-131)
Bathing and Personal Hygiene .....	T-BPH9-13 .....	(EFL-236, ARP-131)
School, Instruction, and Therapy .....	T-SIT1-9 .....	(EFL-236, ARP-132)
Eating, Drinking, and Feeding .....	T-EDF13-18 .....	(EFL-236, ARP-133)
Basic Human Interaction .....	T-BH6-12 .....	(EFL-237, ARP-133)
Toileting .....	T-BDA1-10 .....	(EFL-237, ARP-134)
Occasional, Routine Medical Procedures .....	T-ORM1-10 .....	(EFL-238, ARP-135)
Occasional, Routine Dental Procedures .....	T-ORD1-4 .....	(EFL-238, ARP-136)
Home and Community .....	T-HC1-11 .....	(EFL-238, ARP-136)
Chapter 10. Problem Behavior Domain (PB) .....		(EFL-241, ARP-138)
Chapter 11. Domain 7: Tool Skills and Component Skills (MA, M, Im) .....		(EFL-257, ARP-140)
<b>Should-have Basic Motor Movements</b> .....	MM1-11 .....	(EFL-261, ARP-140)
<b>Good-to-have Matching Skills</b> .....	M1-11 .....	(EFL-261, ARP-142)
<b>Nice-to-have Matching Skills</b> .....	M12-13 .....	(EFL-262, ARP-144)
<b>Good-to-have Imitation Skills</b> .....	Im1-2 .....	(EFL-262, ARP-145)
<b>Nice-to-have Imitation Skills</b> .....	Im3 .....	(EFL-262, ARP-145)
<b>Across Skill Domains</b> .....		

A recommended assessment and teaching sequence must also take into account skills 'across domains' so that learners have 'balanced' skill repertoires, rather than 'spinter' skills (a few 'advanced', less functional skills with limited understanding). The First Things First diagram, shown in Table 2, provides a recommended sequence across skill domains. The first two columns include speaking and listening skills, while the remaining columns include problem behavior, doing skills, and tolerating skills. Cells with solid borders and bold type include the must-have skills in Domains 1, 2, 4, and 6 – *The Essential Eight* – and problem behaviors, and are located at the bottom of the diagram. Cells with dashed borders and italic type include functional academic skills and are located primarily in the upper right hand corner. Skills near the bottom are generally more functional and less difficult, and, as you proceed upward, skills become less functional and more difficult.

As indicated in Table 2 and described in chapter 4, pages 28-29, an *Assessment of Skill Deficits* should generally begin with skills in the first cell of the lower left hand corner of the First Things First diagram. Then, users should move to the right and conduct an assessment of several skills from each of the other three

## 1. Requests and Related Listener Responses

**Must-have Requests and Related Listener Responses.** In order to begin functioning effectively as speakers, learners must acquire or have already acquired vocal skills or motor movements that permit the selection of a method of speaking. Then, learners must begin, as most young children do, by 'saying what they most want to say'. This insures that they will continue making the effort to 'say things'. Learners most want to request highly preferred items and activities when they want them. To make this task easier to acquire, they must begin:

- requesting items and activities that can be made frequently and immediately available, and
- requesting that certain unpleasant situations be removed or reduced in intensity.

As they learn to make these requests, they must also begin:

- waiting for the requests to be honored,
- accepting 'no' when they are not honored,
- accepting the removal or lack of availability of the items and activities they were requesting,
- sharing and taking turns obtaining preferred items and activities,
- completing required tasks or activities between opportunities to make requests, and
- makes transitions from preferred items and activities to required tasks.

Must-have requests also include:

- forcefully requesting that an intruder or a person making sexual advances go away,
- requesting 'help' in threatening or dangerous situations,
- making a generalized request for an audience, and
- making a request for a communication board, book, or device.

Must-have requests generally include just one word, one sign, or one picture.

### R6. Exhibits a reliable motor movement that permits a learner to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

Some learners with significant orthopedic impairments who do not exhibit spoken-word repetitions (i.e., who are aligned with Vocal Profiles 3-6), are not able to use an alternative method of speaking that includes 'forming signs'. A reliable finger, hand, arm, leg, foot, shoulder, head, chin, facial, lip, or mouth movement that can be performed and released must be selected or acquired that permits these learners to use a method of speaking that includes pointing, touching, activating an electronic switch or device, or depressing a key, to select photographs, pic-symbols, or printed words, or type letters (AMS9-AMS 40).

**Should-have Requests and Related Listener Responses.** Once learners can request very highly preferred items and activities, we recommend that they begin learning to expand this repertoire to include:

- requesting items and activities that cannot be made available frequently or immediately,
- requesting less preferred items and activities,
- facing or looking toward an audience as they make a generalized request for that audience,
- making persistent requests when previous requests are inadvertently ignored,
- making requests for affection and companionship
- making requests with words, signs, or pictures that were previously made by gesturing, leading, or completing related activities,
- making a generalized request for 'help',
- requesting a delay in the onset of a required activity or 'a break' from that activity,
- making a generalized request for the reduction or cessation of unpleasant events,
- making a request to use the toilet,
- making requests with peers, and
- requesting that an audience notice something or someone.

They should also begin:

- honoring requests made by peers,
- thanking those who honor their requests,

and continue:

- waiting for requests to be honored,
- accepting 'no' when they are not honored,
- completing assigned tasks between opportunities to make requests, and
- accepting the removal or lack of availability of preferred items and activities.

Should-have requests include only one word, one sign, or one picture. Skills from **R33 to R48** can be taught in any sequence. As learners are acquiring these requests, we also recommend teaching some good-to-have special requests. With learners who are able to do so, we also recommend teaching good-to-have requests that include 2-4 words, signs, or pictures.

**R22. Makes requests for highly preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available**

Now that the learner is requesting preferred items and activities that can be made frequently and immediately available and is waiting for and accepting the removal of the same (i.e., has completed **R7-10**), you should begin to increase the size of the learner's requesting repertoire. Begin by teaching requests for preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available (e.g., ice cream, coffee, opening a door).

37

## SPEAKING AND LISTENING DOMAIN

Includes:

1. Requests and Related Responses
2. Listener Responses Names and Descriptions
3. Answers to Questions and Conversations

38

# “GOOD TO HAVE SKILLS”

## Makes Special Requests

- R49. Makes a request for privacy and to increase personal space**  
A request for privacy or personal space should be taught only when older children or adults have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31) and when interest in this preference becomes apparent.  
When learners are exhibiting severe forms of self-injurious, aggressive, or destructive behavior, work with a behavior analyst with extensive experience with these forms of behavior before teaching this request.
- R50. Makes a generalized request for acknowledgement**  
Learners often want to request acknowledgement (e.g., 'hi', 'dude', 'girl'), which is another form and function of what is often referred to as attention (see R19). Teach this request when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31) and when a preference for acknowledgement becomes apparent.
- R51. Makes a generalized request for feedback, approval, or confirmation**  
Learners often want to request feedback or approval (e.g., '[is this] right!'), which yet is another form and function of what is often referred to as attention (see R19). Teach this request when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31) and when a preference for and an interest in feedback becomes apparent, or when feedback will be helpful for the learner.
- R52. Makes a request to notice something or someone**  
In addition to requests for an audience, learners often want an audience to notice something or someone (e.g., 'look, [it's a] train!'), which is another form and function of what is often referred to as attention (see R19). Teach this request along with three other requests only when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31).
- R53. Makes a request for others to repeat responses**  
Requests for others to repeat what they have said or done (e.g., 'again' or 'what?') can help children and adults acquire new skills, especially if they are beginning to make echolic or other imitative responses. Teach a request for this repetition only when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31).
- R54. Makes a request for others to clarify something they have said**  
Many times learners encounter situations or hear, say, or feel what others have said and 'do not understand'. They need a way to request an explanation (e.g., 'I don't understand'). Teach a request for an explanation when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31). This is not a request for a detailed or lengthy explanation. Such a request would require a more extensive speaker and listener repertoire and would generally occur in the form of a 'why' question.
- R55. Makes a request for protective equipment, restraint, or a self-restraint device**  
In some situations, learners may need to request protective equipment or help with the same. For example, some learners will require help with seat belts and other forms of adaptive equipment. As part of a behavior improvement plan, some learners are permitted, for very brief periods of time, to request forms of restraint or devices or clothing which permit self-restraint.
- R56. Makes requests for others to keep items or to put items in three specific places**  
Often children and adults want others to keep their jacket, keys, money, or other personal belongings as they participate in other activities (e.g., 'put in your purse' or 'keep'). They may also want others to put these belongings in specific places (e.g., 'put in the drawer'). Although names for specific locations are helpful (e.g., 'put in the drawer'), learners can make these requests without them. They can specify the place (e.g., 'purse' or 'drawer') and point to the location. Teach requests for 'keep' or 'hold' and 'pocket', or 'purse' or 'drawer' (or their equivalent) when learners have acquired an expanded repertoire of requests for specific items and activities (R7, R8, R22-23, R27, and R30-31) and when interest becomes apparent.

**Nice-to-have Requests and Related Listener Responses.** Once learners have acquired a repertoire of must-have, should-have, and good-to-have requests and related skills, we recommend that the requesting repertoire be expanded to include 'advanced requests and requests for information' which are often difficult to acquire. These requests, which will generally require five or more spoken words, signs, printed words, or typed words, will be in the form of sentences or sentence fragments, and will include:

- items, activities, and places, some with features,
- carrier phrases and connecting words,
- locations, activities with items, approximate times in relation to specific activities, and days of the week,
- 'excuse me' and 'please',
- 'where' questions,
- 'what' questions,
- 'when' questions,
- 'who' questions,
- items or activities that may provide relief or distraction from pain or discomfort, and
- activities or spoken words that may provide consolation, comfort, or reassurance when feelings of sadness or disappointment occur.

Learners who make requests by selecting pictures are precluded from making 'advanced requests'. They can, however, do so by learning to select printed words or to type words.

## **2. Listener Responses, Names and Descriptions**

### **“Must Haves”**

When instructed individuals will

1. Holds hand of instructor
2. Moves towards or sits next to instructor
3. Remain in line when directed
4. Stand up, sits down, folds hands, etc.
5. Move from one location to another
6. Wait at current location
7. Stop dangerous activity

41

### **“Should Haves”**

When directed to individual will

1. Complete dressing activity
2. Place items in designated locations
3. Clean up after making mess
4. Provide help to others, e.g. opening a container or door, etc.
5. Perform household chores
6. Turn off lights

42

## “Good to Haves”

In the context of daily events the individual will  
Name or describe items; recognize;  
retrieve/relocate; complete activity.

Preferred Item		Preferred Item		Item	
	rec		rec		rec
	ret/rel		ret/rel		ret/rel
Cheerios or Wheaties		milk		a bowl	
	nd		nd		nd
Item		Item		Activity	
	rec		rec		comp
	ret/rel		ret/rel		
a napkin		a spoon		wiping your mouth	
	nd		nd		nd

**rec:** recognize    **ret/rel:** retrieve/relocate    **nd:** name or describe    **comp:** complete an activity  
**rec-p:** recognize a photograph    **nd-p:** name or describe a photograph

43

## Listener Responses, Names and Descriptions (LR, LRND)

- Example – Snack Routine

Target	Example
Requesting – “spoon” (preferred item)	When the student wants to eat cereal, will they ask for a spoon?
Recognize – “juice”	When all breakfast items are on the table and ask the student “which one is the juice?”
Retrieve and Relocate (following directions)	Student follows directions to go to the cabinet and get a cup (retrieve) and bring it back to the table (relocate)
Naming	Point to the cup and ask the student “what’s this?”
Describing	When student is wiping their mouth after eating, ask the student “what are you doing”

44

## “Nice to Haves”

In the context of daily events the individual will Recognize and Name or Describe physical sensations or emotions.

TABLE 12:  
Listener Responses, Names, and Requests for Event 14:  
Indicating the Presence and Location of Pain or Discomfort (LRND14)  
Introduced after Listener and Speaker Responses have been Acquired for 10 Events

Pain and Location		Pain and Location		Pain and Location	
head hurts or headache	rec	stomach or tummy hurts [stomach or tummy ache]	rec	throat hurts or throat is sore	rec
	nd		nd		nd
Pain and Location		Pain and Location		Pain and Location	
arm hurts	rec	leg hurts	rec	foot hurts or foot is sore	rec
	nd		nd		nd
Preferred Item or Activity		Preferred Item or Activity		Preferred Item or Activity	
a pillow	req	throat lozenges	req	ice or a warm wash cloth	req
Preferred Item or Activity		Preferred Item or Activity		Preferred Item or Activity	
aspirin	req	lying down	req	a cold or a hot drink	req

rec: recognize    ret/rel: retrieve/relocate    nd: name or describe    comp: complete an activity  
rec-p: recognize a photograph    nd-p: name or describe a photograph    req: make a request

## 3. Answers to Questions and Conversation

There are no “must haves” or “should haves” in this category, just “good to haves and “nice to haves”.

These are the types of intraverbals that are important and functional in the lives of persons with moderate and severe disabilities.

## “Good to Haves”

TABLE 13:  
Answers to Questions for Events 1-3: The First Time Around (AQ1.1-3.1)  
Sample Event -- Breakfast  
Introduced after Requests and Names that are Part of these Events have been Acquired  
(see Table 5 in *Listener Responses, Names, and Descriptions*)

Questions should first occur when specific items are present in the environment or specific activities are occurring and later when neither is the case...

- |                                      |                          |
|--------------------------------------|--------------------------|
| Q. “Do you want Cheerios (Wheaties)” | A. “yes (no)”            |
| Q. “What do you want”                | A. “Cheerios (Wheaties)” |
| Q. “Which one do you want”           | A. “Cheerios (Wheaties)” |
| Q. “Which cereal do you want”        | A. “Cheerios (Wheaties)” |
| Q. “What do you need”                | A. “spoon (bowl)”        |
| Q. “What do you need to do”          | A. “wipe my mouth” 46    |

## Examples of Answering Questions in Events with Scoring “Good to Haves”

During selected events, learners provide answer to questions that are part of these events on three consecutive occasions...

- IA** [ the initial assessment of this speaker response has been completed ]
- IM** [ instruction or management has begun ]
- FP** when there is contact with a specific item or activity
- PP** when there is brief contact with a specific item or activity
- MP** when there is very brief contact with a specific item or activity
- Ind** without prompts and without hesitation
- 2E** with two or more variations of each question
- 2P** in the presence of either of two people
- Def** [ this speaker response is no longer occurring consistently ]

Event 1: Breakfast [The First Time Around] (AQ1.1)													
Q.	"What do you want?"												
A.	"Cheerios (Wheaties)"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	"What do you need?"												
A.	"spoon (napkin)"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			

Event 1 (cont.): Breakfast [The Second Time Around] (AQ1.2)													
Q.	"Where do you want to eat breakfast?"												
A.	"with Mrs. Smith's class (Mr. Arnold's class)"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	"Whom do you want to sit with?"												
A.	" Kristin (Jennifer)"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			

Event 1 (cont.): Breakfast [The Third Time Around] (AQ1.3)													
Q.	"What do you want to drink?"												
A.	"chocolate milk (orange juice)"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	"Where are you going to put the dirty dishes?"												
A.	"on the belt"	IA	IM	FP	PP	MP	Ind	2E	2P	Def			

47

### Domain 3 (AQ, C): Answers to Questions and Conversations

#### Good-to-have Answers to Questions

NA	Event 1: Making a smoothie (AQ1.1)												
Q.	What did you drink?												
A.	Smoothie	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	What do you need?												
A.	Straw	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	Who made the smoothie with you?												
A.	Smoothie	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	Where is the milk?												
A.	Fridge	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	What do you drink from?												
A.	Glass	IA	IM	FP	PP	MP	Ind	2E	2P	Def			
Q.	Where is the banana?												
A.	Blender	IA	IM	FP	PP	MP	Ind	2E	2P	Def			

Domain 3  
AQ

During selected events, learners provide answers to questions that are part of these events on three consecutive occasions...

- NA** [ this skill is not appropriate or necessary for this learner ]
- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- FP** when there is contact with a specific item or activity
- PP** when there is brief contact with a specific item or activity
- MP** when there is very brief contact with a specific item or activity
- Ind** without prompts and without hesitation
- 2E** with two or more variations of each question
- 2P** in the presence of either of two people
- Def** [ this speaker response is no longer occurring consistently ]

48

## Nice to Haves (Answering Questions)

Answers to Questions for Event 14: Pain or Discomfort (AQ14)  
 Introduced after Names and Descriptions that are Part of this Event have been Acquired  
 and after Answers to Questions in Events 1-10 (AQ1-10) have also been Acquired

Questions should first occur when it is likely that learners are experiencing sensations of pain and discomfort and later when it is likely that these sensations are no longer occurring...

- |   |                                  |
|---|----------------------------------|
| Q. "Does your arm (leg) (stomach) hurt"         | A. "yes (no)"                    |
| Q. "Where does it hurt"                         | A. "chest (arm) (throat)"        |
| Q. "Are you feeling sick"                       | A. "yes, my stomach hurts"       |
| Q. "How are you feeling"                        | A. "[I have a] headache"         |
| Q. "What do you want (to do)"                   | A. "throat lozenges (lie down)"  |
| Q. "What did you do when you had that headache" | A. "[take an] aspirin (Tylenol)" |

Questions should first occur when learners are experiencing specific situations and it is likely that they are also experiencing feelings of sadness, happiness, or anger and later when these situations and these feelings are no longer occurring...

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| Q. "Are you happy (sad) (angry)"     | A. "yes (no)"                   |
| Q. "How do you feel"                 | A. "happy (sad) (angry)"        |
| Q. "What do you want (to do)"        | A. "a hug (lie down)"           |
| Q. "What do you think you should do" | A. "get my iPod and calm down"  |
| Q. "Why are you sad"                 | A. "karaoke has been cancelled" |
| Q. "Why were you angry"              | A. "he kicked me"               |

49

## Conversation

### Examples of conversations that are "Nice to Haves"

TABLE 17.  
 Conversations during Events 1-3: The Third Time Around (C1.3-3.3),  
 Events 4-6: The Second Time Around (C4.2-6.2), and Events 7-13 (C7-C13)  
 with Six Exchanges Between One Adult Learner and A Care Provider  
 Sample Event -- Breakfast

Introduced after Answers to Questions that are Part  
 of these Events have been Acquired (see Table 10)

Marianne (a young adult learner with moderate disabilities) is getting ready to eat her breakfast, and her roommate Kristin is just joining her, when their care provider says...

- |                |  |                             |
|----------------|--|-----------------------------|
| Care Provider: | "Marianne, what do you need"                                       |                             |
| Marianne:      | "Napkins and cereal spoons"  | <i>answer to a question</i> |
| Care Provider: | [retrieves a napkin and a cereal spoon]                            |                             |
| Care Provider: | "Marianne, could you get the chocolate milk for Kristin"           |                             |
| Marianne:      | "sure" [retrieves the chocolate milk]                              | <i>listener response</i>    |
| Care Provider: | "By the way, where is Kristin"                                     |                             |
| Marianne:      | "In the laundry room"  | <i>answer to a question</i> |
| Marianne:      | "[Could we have some] juice "                                      | <i>request</i>              |
| Care Provider: | "certainly" [retrieves juice]                                      |                             |
| Care Provider: | "Do you need anything else"  |                             |
| Marianne:      | "No [thank you]"   | <i>answer to a question</i> |
| Care Provider: | "Make certain that you clean up when you and Kristin are finished" |                             |
| Marianne:      | "O.K."   | <i>answer to a question</i> |
| Marianne:      | [cleans up when she and Kristin are finished eating breakfast]     | <i>listener response</i>    |

50

Slide 47 – part 1 EFL Page 183

Table 20.  
 Conversations during Events 1-3: The Third Time Around (C1-3.3)  
 with Six Exchanges Between One Adult Learner, A Peer, and A Care Provider  
 Sample Event -- Breakfast  
 Introduced after Answers to Questions that are Part  
 of these Events have been Acquired (see Table 10)

Marianne and Kristin (young adult learners with moderate disabilities) are just sitting down to eat breakfast at the kitchen table, when their care provider enters the room and places a box of Cheerios and a box of Wheaties on the table...		
Care Provider:	"Marianne, which one do you want"	
Marianne:	"Cheerios"	<i>answer to a question</i>
Kristin:	"May I have Wheaties"	<i>request</i>
Care Provider:	"Certainly, ladies" [hands the cereals to them]	
Care Provider:	"Marianne, could you get bowls...and Kristin, could you get cereal spoons"	
Marianne/Kristin:	[retrieve bowls and cereal spoons]	<i>listener responses</i>
Care Provider:	"Where are the napkins"	
Kristin:	"Next to the dishwasher"	<i>answer to a question</i>
Marianne:	"I'll get them"	<i>answer to a question</i>
Marianne:	[retrieves napkins]	<i>listener response</i>
Care Provider:	"What else do you ladies need"	
Kristin:	"2% Chocolate milk"	<i>answer to a question</i>
Marianne:	[retrieves the chocolate milk]	<i>listener response</i>
Marianne:	"Could you get me a juice box"	<i>request</i>
Care Provider:	[retrieves a juice box]	
Care Provider:	"Ladies, don't forget to clean up"	
Marianne:	"I'll clean up"	<i>answer to a question</i>
Kristin:	"Great, I'll help you"	<i>answer to a question</i>

51

## DOING DOMAIN

Includes:

Daily Living and Related Skills

Functional Academic Skills

52

## 4. Daily Living Skills

### **“Must Haves”**

Mainly Skills Related to Health and Safety for persons with severe and profound disabilities

1. Drinking and Feeding
2. Mobility and Transportation
3. Avoiding harmful substances

### **“Should Haves”**

Similar skills but more advanced, e.g. drinking from a can or bottle, walks with walker, cleans wounds, vocational skills, bathing, leisure activities, dressing, self-care, etc.

53

### **“Good to Haves”**

1. Care for personal items, e.g. makes bed, takes out trash, etc.
2. Does laundry
3. Attends community activities, e.g. dances, park, etc.
4. Cleans items that are used in living areas.
5. Uses the telephone.

54

## 5. Functional Academic Skills

- Not in the Quick Assessment
  - *However it is important to target functional academic skills in a school setting*
- Comprised of several sections:
  - Responding to text as a listener (think sight words)
  - Reading
  - Schedules, Lists and Time
  - Math
  - Writing or Typing Skills
- “Good to have” and “Nice to have skills”

55

## Functional Academics: Responding to Text as a Listener

- Learner sees a word and selects an item, picture or performs a corresponding task in response to seeing the word.
  - Example: Sees an “exit” sign and leaves a store.
  - Example: Sees “Cheerios” on a shopping list, goes to cereal aisle and selects the box of Cheerios.
- Can be accomplished without learning to read.

56

## Functional Academics: Reading

- Learner sees words, letter combinations and can:
  - Say sounds, blend sound combinations into words, forming signs that correspond to the word.
  - Saying, writing or typing or signing a response that suggests comprehension of what was read AND
  - Select or retrieve an item, activity, person or a picture or performing an activity that corresponds to these words which suggests an understanding of the words.
- Learner **MUST** be able to communicate by saying words or forming signs

57

## Functional Academics: Schedules, Lists and Time

- Schedules and Lists:
  - Helps learners participate in a sequence of events or activities
  - Make transitions from one event or activity to another
  - Retrieve items on shopping trips
  - Complete errands
  - Complete routine task in the absence of close supervision and with fewer instances of problem behavior
- Time:
  - participates in activities or events on their scheduled dates and times
    - Read a clock (digital or analog)
    - Read a calendar

58

## Functional Academics: Math

- Counting: allows learners to complete many tasks of daily living
  - Retrieve 3 forks, make 2 sandwiches, putting 5 pieces of paper in the hole-puncher, putting 8 washers in a bag
- Measuring: measuring quantities, naming units
  - $\frac{3}{4}$  cup of water in a recipe
  - 2 scoops of detergent
- Purchasing:
  - Using debit card, “dollar up amount”, counting change

59

## Functional Academics: Writing and Typing

- Can help to expand communication repertoire
  - Especially for people who do not communicate using words
- Writing OR typing OR Braille– does not have to be more than one
- Includes skills like:
  - Writing personal information – name, address, phone number
  - Phrases such as “sincerely”
  - Typing words on a shopping list
  - Writing answers to questions

60

## Tolerating

### Domain

Many activities for a full and happy life involve tolerating certain inconveniences that are essential.

These are situations that are frequently avoided by parents and caregivers for fear as to what might happen if they are presented. They are called “eggshells” for “walking on eggshells”

61

## 6. Tolerating Skills and Eggshells

### “Must Haves”

1. Tolerate medical procedures
2. Tolerate feeding procedures
3. Tolerate positioning changes
4. Tolerate prosthetic equipment
5. Tolerate someone making noise, crying, hearing the word “NO”, praise, waiting in line, losing in a game, denied activities, a store is closed, change in schedule, etc.

On the next slide is the recording method.

62

# Recording Method

## Performance Levels for Tolerating Skills

After exposure to this situation, learners resume on-going activities for \_\_\_ (seconds/minutes) or complete \_\_\_ (1/4, 1/2, 3/4, or all of) these activities, without prompts, without self-injurious, aggressive, destructive, or disruptive behavior, without complaints, and without leaving the area on three consecutive occasions...

- IA** [ the initial assessment of this skill has been completed ]
- IM** [ instruction or management has begun ]
- Egg** [ situations are avoided because problem behavior occurs ]
- Egg** [ situations are no longer avoided because problem behavior occurs ]
- 10s** for 10 seconds
- 1m** for 1 minute
- 1/4** for 5 minutes or 1/4 of the required duration of an activity
- 1/2** for 10 minutes or 1/2 of the required duration of an activity
- 3/4** for 20 minutes or 3/4 of the required duration of an activity
- Ind** for 1 hour or the required duration of an activity

### Basic human interaction

**T-BHI5.** Touch, physical guidance, or physical prompts

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

### Basic daily activities

**T-BDA1.** Missing items required to complete activities

IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	-----	------	-----	----	-----	-----	-----	-----	-----

63

## “Should Haves”

Tolerating missing items to complete an activity.

64

## 7. Tool Skills and Component Skills (MM, M, Im)

- Basic gross and fine motor skills
- Refers to some of the skills that are part of larger more complex skills (daily living skills, functional academics)
- Motor Movements (MM)
  - Touches items, grasps, holds items
- Matching (M)
  - Matching identical items, match items to corresponding spot (cup to shelf in cabinet)
- Imitation (Im)
  - Imitates motor movements- watches someone do something and can do it

65

## Problem Behavior

### Domain

The Essential Eight and the Likely Functions of Problem Behaviors that Occur in the Absence of These Skills

<b>The Essential Eight:</b> Eight Must-have Skills that are part of Skill Domains 1, 2, 4, and 6		
<b>One. MAKING REQUESTS</b> for an audience	<b>One. MAKING REQUESTS</b> for the removal or reduction in intensity of non-preferred situations	<b>One. MAKING REQUESTS</b> for preferred items and activities
<b>One. MAKING REQUESTS</b> for companionship	<b>Two. WAITING</b>	
<b>One. MAKING REQUESTS</b> for affection	<b>Three. ACCEPTING REMOVALS</b> -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns	
<b>One. MAKING REQUESTS</b> for feedback, approval, or confirmation	<b>Four. COMPLETING REQUIRED TASKS</b> -- 10 Consecutive, Brief, Previously Acquired Tasks	
<b>One. MAKING REQUESTS</b> for acknowledgment	<b>Five. ACCEPTING 'NO'</b>	
	<b>Six. FOLLOWING DIRECTIONS</b> Related to Health and Safety	
	<b>Seven. COMPLETING DAILY LIVING SKILLS</b> Related to Health and Safety	
	<b>Eight. TOLERATING SITUATIONS</b> Related to Health and Safety	
▽		
<b>The Likely Functions of Problem Behaviors that Occur in the Absence of The Essential Eight</b>		
<i>attention</i>	<i>avoidance or escape from demands, and, possibly, attention as well</i>	<i>access to tangible items or activities, and, possibly, attention as well</i> 66

## EFL Quick Assessment

- If a learner has problem behavior or no identified method of speaking, the quick assessment would be appropriate
- Generally takes 1-2 hours
- Can be done by interviewing one or more care takers or instructors
- As a result, teaching and reduction of problem behavior can begin immediately

67

## 8 Important Skills Identified

- Also known as the *Essential Eight*
- These are absolutely necessary for a happy, fulfilling and productive life!
- “Without these skills, children and adults with disabilities will almost certainly exhibit forms of problem behavior, will have limited access to preferred items, activities, places and people and will have limited contact and interactions with the community in which they live. “ (McGreevy 2012)

68

Table 3.  
The Essential Eight

Skill	Domain	Skill Number(s)
<b>One.</b> Making Requests	Requests and Related...	R1-5, R6, R7-8, R14, R17-21
<b>Two.</b> Waiting	Requests and Related...	R9
<b>Three.</b> Accepting Removals, Making Transitions, Sharing, and Taking Turns	Requests and Related...	R10, R12, R13
<b>Four.</b> Completing 10 Consecutive, Brief, Previously Acquired Tasks	Requests and Related...	R11
<b>Five.</b> Accepting "No"	Requests and Related...	R15-16
<b>Six.</b> Following Directions Related to Health and Safety	Listener Responses, Names, and Descriptions	LR1-11
<b>Seven.</b> Completing Daily Living Skills Related to Health and Safety	Daily Living and Related Skills	DLS-EDF1-9, DLS-Slp1-2, DLS-MT1-5, DLS-AHS1-15, DLS-HS1-8
<b>Eight.</b> Tolerating Situations Related to Health and Safety	Tolerating Skills and Eggshells	T-BHI-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1

Slide 66 part 1  
EFL Page 39

**Chapter 5. The Quick Assessment**

The initial administration of *Essential for Living* often requires a few minutes per day for 4-5 days. With children or adults with no method of speaking, a limited speaking repertoire, or severe problem behavior, the *Essential for Living Quick Assessment* can be temporarily helpful. The Quick Assessment, which is shown in Table 1 and provided in the *ARP* manual, can often be completed in about two hours. Then, teaching skills and managing problem behavior can begin immediately and administration of the entire instrument can be completed as time permits.

Table 1.  
The Essential for Living Quick Assessment

**THE ESSENTIAL FOR LIVING QUICK ASSESSMENT**

Learner: \_\_\_\_\_ Date: \_\_\_\_\_

	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Spoken Words	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Alternative Method of Speaking	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Making Requests	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Waiting																				
Accepting Removals, Making Transitions, Sharing, Taking Turns																				
Completing 10 Consecutive, Brief, Previously Acquired Tasks																				
Accepting "No"																				
Following Directions: Health and Safety																				
Completing Daily Living Skills: Health and Safety																				
Tolerating Situations: Health and Safety																				
Matching																				
Imitation																				
Other Daily Living Skills: Tolerating Other Situations																				
Naming and Identifying																				
Following Directions: Accepting, Teaching																				
Answering Questions																				
Problem Behavior																				

**Spoken Words:** the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken-word repetitions occur

- 4 Exhibits many spontaneous, spoken-words, nearly typical spoken-word interactions, and spoken-word repetitions when asked to do so, all of which are understandable **6. MS-Profile 1**
- 3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable **6. MS-Profiles 2/3**
- 2 Exhibits occasional words or spoken-word repetitions, but neither are understandable **6. MS-Profiles 4/5**
- 1 Exhibits only noises and a few sounds **6. MS-Profile 6**

**Alternative Method of Speaking:** a method of speaking used by learners, who do not exhibit understandable spoken words or spoken-word repetitions

- 4 has been using an effective, alternative method of speaking for more than 6 months
- 3 has been using an effective, alternative method of speaking for 1-6 months
- 2 a new alternative method of speaking is being tested **6. MS-Tables 15 and 16**
- 1 Has no formal method of speaking or is using one or more ineffective methods **6. MS-AMS1-46**

**THE ESSENTIAL EIGHT**

- One. Making Requests** – the tendency to make requests for highly preferred items and activities
  - 4 Makes requests for 10 or more preferred items or activities without prompts using an effective method of speaking **7a. R14, R17-21, R22-24, R27-28, R30-31**
  - 3 Makes requests for 1-3 preferred items or activities with or without prompts **7a. R7-8**
  - 2 Makes requests by leading others to items **7a. R1-5, R6, R7-8**
  - 1 Makes requests by exhibiting problem behavior **7a. R1-5, R6, R7-8**

**Two. Waiting** – the tendency to wait when access to items or activities is delayed after a request

- 4 Waits for 20 minutes without complaints
- 3 Waits for 5 minutes without complaints **7a. R9**
- 2 Waits for 1 minute with complaints or other minor disruptions **7a. R9**
- 1 Exhibits problem behavior when access is delayed for a few seconds **7a. R9**

Table 1. (cont.)  
The Essential for Living Quick Assessment

- Three. Accepting Removals, Making Transitions, Sharing, and Taking Turns** – the tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones
- 4 Accepts the removal of items and activities, transitions, shares, and takes turns without complaints
  - 3 Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns, but only when motivating events are strong **7a, R10, R12-13**
  - 2 Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a, R10, R12-13**
  - 1 Exhibits problem behavior when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a, R10, R12-13**
- Four. Completing 10 Consecutive, Brief, Previously Acquired Tasks** – the tendency to complete previously acquired tasks between opportunities to make requests
- 4 Completes 10 or more consecutive, brief, previously acquired tasks of varying durations and requiring varying degrees of effort without complaints
  - 3 Completes 4-4 consecutive, brief, previously acquired tasks without complaints **7a, R11**
  - 2 Completes 1-3 consecutive, brief, previously acquired tasks without disruptive behavior **7a, R11**
  - 1 Exhibits problem behavior when directed to complete a brief, previously acquired task **7a, R11**
- Five. Accepting 'No'** – the tendency to accept 'no' when access to items or activities is denied following requests that were taught and requests for dangerous items and activities that were not taught
- 4 Readily accepts "no" by continuing with ongoing activities
  - 3 Complains only when motivation related to the requested item or activity is strong **7a, R15-16**
  - 2 Complains when told "no" **7a, R15-16**
  - 1 Exhibits problem behavior when told "no" **7a, R15-16**
- Six. Following Directions Related to Health and Safety** – the tendency to follow directions from others that insure safety and that permit safe movement throughout the community
- 4 Follows all directions that involve matters of health and safety and can be taken anywhere with minimal supervision
  - 3 Follows many directions related to safety and can be taken most places in a group of three with one supervisor **7b, LR1-11**
  - 2 Follows only a few directions and requires "hands on" supervision at all times **7b, LR1-11**
  - 1 Does not follow any directions that involve matters of safety and cannot be taken most places within the community without problem behavior or risking safety **7b, LR1-11**
- Seven. Completing Daily Living Skills Related to Health and Safety** – the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner
- 4 Completes most daily living skills related to health and safety
  - 3 Completes 4-6 daily living skills related to health and safety **8a, DLS-EDF1-9, Slip1-2, MT1-5, AHS1-15, HSI-8**
  - 2 Completes 1-3 daily living skills related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a, DLS-EDF1-9, Slip1-2, MT1-5, AHS1-15, HSI-8**
  - 1 Does not complete any daily living skills related to health and safety without prompts, resistance to prompts, or problem behavior **8a, DLS-EDF1-9, Slip1-2, MT1-5, AHS1-15, HSI-8**
- Eight. Tolerating Situations Related to Health and Safety** – the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner
- 4 Tolerates most routine activities related to health and safety without problem behavior
  - 3 Tolerates 4-6 routine activities related to health and safety **9, T-BHI-5, T-EDF1-11, T-DM1-9, T-Slip1-5, T-Tail1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
  - 2 Tolerates 1-3 routine activities related to health and safety with some complaints or problem behavior **9, T-BHI-5, T-EDF1-11, T-DM1-9, T-Slip1-5, T-Tail1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
  - 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities related to health and safety **9, T-BHI-5, T-EDF1-11, T-DM1-9, T-Slip1-5, T-Tail1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**

Table 1. (cont.)  
The Essential for Living Quick Assessment

- Matching:** the tendency to match items-to-items, photographs-to-items, and text-to-items
- 4 Matches photographs or miniature items, but not text, with items or activities and vice versa **11, M12-13**
  - 3 Matches a few photographs or miniature items with items or activities and vice versa **11, M6-11**
  - 2 Matches only identical items **11, M2-11**
  - 1 Does not match identical items **11, M1**
- Imitation:** the tendency to imitate motor movements made by others
- 4 Imitates finger, hand, and arm movements and motor movements with items, but does copy words that have been written, typed, or Braille-written **11, Im3**
  - 3 Imitates many finger, hand, and arm movements and a few motor movements with items **11, Im2**
  - 2 Imitates some finger, hand, and arm movements, but not motor movements with items **11, Im1-2**
  - 1 Does not imitate any movements **11, Im1**
- Other Daily Living Skills:** the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner
- 4 Completes most daily living skills not related to health and safety
  - 3 Completes 4-6 daily living skills not related to health and safety **8a, DLS-\_\_\_**
  - 2 Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a, DLS-\_\_\_**
  - 1 Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts, or problem behavior **8a, DLS-\_\_\_**
- Tolerating Other Situations** – the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner
- 4 Tolerates most routine activities not related to health and safety without problem behavior
  - 3 Tolerates 4-6 routine activities not related to health and safety **9, T-\_\_\_**
  - 2 Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behavior **9, T-\_\_\_**
  - 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities not related to health and safety **9, T-\_\_\_**
- Naming and Describing:** the tendency to name and describe items, activities, people, places, locations, and items with features that are part of routine events
- 4 Names or describes many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b, LRND11-13 or LRND14-15**
  - 3 Names many items, activities, familiar people, and places that are part of 4-6 routine events **7b, LRND7-13**
  - 2 Names some items and activities that are part of 1-3 routine events **7b, LRND1-3.1, 1-3.2, and 1-3.3**
  - 1 Does not exhibit any names or descriptions **7b, LRND1-3.1, 1-3.2, and 1-3.3**
- Following Directions, Recognizing, and Retrieving:** the tendency to follow directions, to recognize items, activities, people, places, locations, and items with features, and to retrieve items, people, and items with features that are part of routine events
- 4 Recognizes and retrieves many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b, LRND11-13 or LRND14-15**
  - 3 Recognizes and retrieves many items, activities, familiar people, and places that are part of 4-6 routine events **7b, LRND7-13**
  - 2 Follows directions to complete routine activities, and recognizes and retrieves some items that are part of 1-3 routine events **7b, LRND1-3.1, 1-3.2, and 1-3.3**
  - 1 Does not follow directions to complete routine activities and does not recognize or retrieve any item that is part of a routine activity **7b, LR1-11, LR12-17, LRND1-3.1, 1-3.2, and 1-3.3**

Table 1. (cont.)  
*The Essential for Living Quick Assessment*

**Answering Questions:** the tendency to answer questions that occur before, during, or after routine events

- 4 Answers many questions like "What are you going to do after lunch?", "Where did you put your blue pants?", and "Who is driving you to the movies?" that are a part of 7 or more routine events  
**7c. AQ11-13 or AQ14-15**
- 3 Answers many questions like "Where are the napkins?", "Who is that?", "What are you going to do?", "What are you going to get at the mall?", "Who is helping you?", "Where are you going?", and "When do you want your cigar?" that are a part of 4-6 routine events **7c. AQ7-13**
- 2 Answers some questions like "Do you want juice?", "Can you help me?", "What do you want?", or "Which one do you want?" that are part of 1-3 routine events **7c. AQ1-3.1, 1-3.2, and 1-3.3**
- 1 Cannot answer any commonly occurring questions **7c. AQ1-3.1, 1-3.2, and 1-3.3**

**Problem Behavior:** the tendency for the learner to exhibit problem behavior

- 4 Does not exhibit problem behavior
- 3 Exhibits disruptive behavior or frequent complaining that presents a problem **10**
- 2 Exhibits infrequent and less intense self-injurious, aggressive, or destructive behavior **10**
- 1 Exhibits frequent and intense self-injurious, aggressive, or destructive behavior **10**

Secure a copy of the ARP and begin conducting *The Essential for Living Quick Assessment* by interviewing an instructor or care provider who has known the learner for several years, or by interviewing one or both parents. Begin with 'Spoken Words' by asking "which one of the following statements most closely describes the learner?". Read statements '1-4'. As shown in Table 2, circle the number that corresponds with the statement each interviewee selects. Continue until all sections of the *Quick Assessment* have been completed. Then, mark the boxes in the diagram corresponding to the statements that were circled.

73

## Overview of the Quick Assessment

Spoken Words

Alternate Methods of Speaking

1. Making Requests
2. Waiting
3. Accepting Removals, Making Transitions, Sharing and Taking Turns
4. Completing 10 Consecutive, Brief, Previously Acquired Tasks
5. Accepting "No"
6. Following Directions related to Health and safety
7. Completing Daily Living Skills Related to Health and Safety
8. Tolerating Situations Related to Health and Safety
  - Matching
  - Imitation
  - Other Daily Living skills
  - Tolerating other situations
  - Naming and Describing
  - Following Directions, Recognizing and Retrieving
  - Answering Questions
  - Problem Behavior

74

# Quick Assessment Overview: Alternative Method of Speaking

- An assessment within the EFL
- Focuses on selecting an alternate method of speaking (communicating)
- Selecting an Alternate Method of speaking is based on one or more of the following:
  - the physical skills of the learner (gross and fine motor skills)
  - The size of audience for specific methods (sign vs device)
  - The ease with which specific methods can be implemented by instructors, care providers and parents OR
  - The potential for the teaching of advanced language

75

# Alternative Method of Speaking

## ESSENTIAL FOR LIVING

### Selecting an Alternative Method of Speaking

Begin the process of selecting an alternative method of speaking for a learner by placing a circle around the items on the right that describe the learner's current sensory, skill, and behavioral repertoires. Then, transfer this information to the Selection Diagram using a washable felt-tip pen.

Place the Selection Diagram over the corresponding diagram for each alternative method of speaking described in chapter 6. Then, note the extent to which the learner's current repertoires match those that tend to occur when each method is effective. When there are five or more matches for a specific method, record the method number, AMS \_\_\_\_\_, and the number of repertoires that match; and, set this method aside for consideration. When five methods have been set aside, select an alternative method of speaking for the learner that matches their repertoire and retains as many advantages of 'saying words' as possible. Then, determine the effectiveness of this method and confirm or reject your selection.

Sensory, Skill, and Behavioral Repertoires												
<b>H</b>	Hearing											
<b>S</b>	Sighted											
<b>HI</b>	Hearing impaired											
<b>VI</b>	Visually impaired											
<b>HVI</b>	Hearing and visually impaired											
<b>Am</b>	Ambulatory											
<b>NAm</b>	Non-ambulatory											
<b>A</b>	Active											
<b>I</b>	Inactive											
<b>FM</b>	Fine motor coordination											
<b>&lt;FM</b>	Limited or no fine motor coordination											
<b>MI</b>	Motor imitation											
<b>&lt;MI</b>	Limited or no fine motor imitation											
<b>M</b>	Photo or printed word-to-item matching											
<b>&lt;M</b>	Limited or no matching											
<b>PB</b>	Moderate or severe problem behavior											
<b>-PB</b>	No moderate or severe problem behavior											

Advantages of 'Saying Words'	
Speaker Advantages	
Portability	
<b>P</b>	Children and adults can convey messages at any place and time without environmental supports.
Effort	
<b>E</b>	Information can be conveyed with very little effort.
Complexity	
<b>IS</b>	In the beginning, only 1-step responses are required.
<b>-CD</b>	In the beginning, complex discriminations are not required.
Communication Skills	
<b>Rq</b>	Many requests can be easily conveyed.
<b>ND</b>	Many items, activities, people, and places can be clearly named or described.
<b>AD</b>	Answers to questions can clearly and easily occur.
<b>Con</b>	Conversation can easily occur.
<b>Rd</b>	Reading can be taught.
<b>RA</b>	Requests can be conveyed in the absence of what is being requested.
Audience Advantage	
<b>LA</b>	The speaker can be understood by a large audience, which does not require training.

### The Selection Diagram

The Learner's Current Sensory, Skill, and Behavioral Repertoires																
H	S	HI	VI	HVI	Am	NAm	A	I	FM	<FM	MI	<MI	M	<M	PB	-PB

Alternative Method of Speaking Selected  $\rightarrow$  **AMS**

Methods of Speaking Set Aside for Consideration			
Alternative Method of Speaking	Repertoires that Match	Advantages of 'Saying Words'	
AMS	of 17	of 10	LA
AMS	of 17	of 10	LA
AMS	of 17	of 10	LA
AMS	of 17	of 10	LA
AMS	of 17	of 10	LA

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76

## Quick Assessment Overview:

### 1. Making Requests

- Requests allow the learner to respond as a speaker and to access preferred items, activities, and people when they want or need them.

– Examples:

- Says “drink” when thirsty

- One. Making Requests** – the tendency to make requests for highly preferred items and activities
- 4 Makes requests for 10 or more preferred items or activities without prompts using an effective method of speaking **7a. R14, R17-21, R22-24, R27-28, R30-31**
  - 3 Makes requests for 1-3 preferred items or activities with or without prompts **7a. R7-8**
  - 2 Makes requests by leading others to items **7a. R1-5, R6, R7-8**
  - 1 Makes requests by exhibiting problem behavior **7a. R1-5, R6, R7-8**

77

## Quick Assessment Overview:

### 2. Waiting

- After requesting a specific item, activity or person, the learner is told to wait
  - Can the learner wait without exhibiting problem behavior?
  - How long can they wait?
  - Will they accept an alternative?

- Two. Waiting** -- the tendency to wait when access to items or activities is delayed after a request
- 4 Waits for 20 minutes without complaints
  - 3 Waits for 5 minutes without complaints **7a. R9**
  - 2 Waits for 1 minute with complaints or other minor disruptions **7a. R9**
  - 1 Exhibits problem behavior when access is delayed for a few seconds **7a. R9**

78

Quick Assessment Overview:

3. Accepting Removals, Making Transitions, Sharing, and Taking Turns

- Is the learner able to do the following without engaging in problem behavior:
  - Accept removals of a preferred activity or item
  - Learner is directed to a new activity or item (transition)

- Three. Accepting Removals, Making Transitions, Sharing, and Taking Turns** – the tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones
- 4 Accepts the removal of items and activities, transitions, shares, and takes turns without complaints
  - 3 Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns, but only when motivating events are strong **7a. R10, R12-13**
  - 2 Makes complaints when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a. R10, R12-13**
  - 1 Exhibits problem behavior when preferred items or activities are removed, during transitions, or during required sharing or taking turns **7a. R10, R12-13**

79

Quick Assessment Overview:

4. Completing 10 Consecutive, Brief, Previously Acquired Tasks

- Can the learner complete previously acquired tasks:
  - Consecutively without engaging in problem behavior?
  - Consecutively without assistance or prompts

- Four. Completing 10 Consecutive, Brief, Previously Acquired Tasks** – the tendency to complete previously acquired tasks between opportunities to make requests
- 4 Completes 10 or more consecutive, brief, previously acquired tasks of varying durations and requiring varying degrees of effort without complaints
  - 3 Completes 4-6 consecutive, brief, previously acquired tasks without complaints **7a. R11**
  - 2 Completes 1-3 consecutive, brief, previously acquired tasks without disruptive behavior **7a. R11**
  - 1 Exhibits problem behavior when directed to complete a brief, previously acquired task **7a. R11**

80

### Quick Assessment Overview:

#### 5. Accepting “No”

- Does the learner accept “no” after making a request for an item, person or activity?
  - Do they engage in problem behavior when told “no”?
  - Can they continue to participate in the current activity if told “no” to another activity?

**Five. Accepting 'No'** - the tendency to accept 'no' when access to items or activities is denied following requests that were taught and requests for dangerous items and activities that were not taught

- 4 Readily accepts "no" by continuing with ongoing activities
- 3 Complains only when motivation related to the requested item or activity is strong **7a. R15-16**
- 2 Complains when told "no" **7a. R15-16**
- 1 Exhibits problem behavior when told "no" **7a. R15-16**

81

### Quick Assessment Overview:

#### 6. Following Directions Related to Health & Safety

- Does the student follow directions from others to ensure safety both in school and in the community?
  - “stay here”, “walk with me”, leaving the building in a fire drill

**Six. Following Directions Related to Health and Safety** – the tendency to follow directions from others that insure safety and that permit safe movement throughout the community

- 4 Follows all directions that involve matters of health and safety and can be taken anywhere with minimal supervision
- 3 Follows many directions related to safety and can be taken most places in a group of three with one supervisor **7b. LR1-11**
- 2 Follows only a few directions and requires “hands on” supervision at all times **7b. LR1-11**
- 1 Does not follow any directions that involve matters of safety and cannot be taken most places within the community without problem behavior or risking safety **7b. LR1-11**

82

### Quick Assessment Overview

#### 7. Completing Daily Living Skills Related to Health & Safety

- Can the student complete daily living skills that have an immediate impact on their health and safety
  - Eating, drinking and feeding

- Seven. Completing Daily Living Skills Related to Health and Safety** – the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner
- 4 Completes most daily living skills related to health and safety
  - 3 Completes 4-6 daily living skills related to health and safety **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
  - 2 Completes 1-3 daily living skills related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
  - 1 Does not complete any daily living skills related to health and safety without prompts, resistance to prompts, or problem behavior **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**

83

### Quick Assessment Overview:

#### 8. Tolerating Situations Related to Health and Safety

- Can the learner tolerate different situations that have a direct impact on their health and safety?
  - Physical prompts, taking medication, adaptive equipment, protective equipment

- Eight. Tolerating Situations Related to Health and Safety** – the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner
- 4 Tolerates most routine activities related to health and safety without problem behavior
  - 3 Tolerates 4-6 routine activities related to health and safety **9. T-BHI-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toll1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
  - 2 Tolerates 1-3 routine activities related to health and safety with some complaints or problem behavior **9. T-BHI-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toll1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
  - 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities related to health and safety **9. T-BHI-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toll1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**

84

Domain 6: Tolerating Skills and Eggshells (T)

Must-have Tolerating Skills Related to Health and Safety

Basic Human Interaction

NA T-BH11. The sight, sound, or scent of an unfamiliar person

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

After exposure to this situation, learners resume ongoing activities for complete (1/4, 1/2, 3/4, or all of) these activities, without prompts, without self-injurious, aggressive, destructive, or disruptive behavior without complaints, and without leaving the area on three consecutive occasions...

NA [this skill is not appropriate or necessary for this learner]

IA [the initial assessment of this skill has been completed]

IM [instruction or management has begun]

Egg [situations are avoided because problem behavior occurs]

-Egg [situations are no longer avoided because problem behavior occurs]

10s for 10 seconds

1m for 1 minute

1/4 for 5 minutes or 1/4 of the required duration of an activity

1/2 for 10 minutes or 1/2 of the required duration of an activity

3/4 for 20 minutes or 3/4 of the required duration of an activity

Ind for 1 hour or the required duration of an activity

Det [this tolerating skill is no longer occurring consistently]

NA T-BH12. In the same room with an unfamiliar person

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH13. In close physical proximity to an unfamiliar person

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH14. Demonstration prompts

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH15. Touch, physical guidance, or physical prompts

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH15a. *Subject arrived*

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH15b.

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-BH15c.

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

Eating, Drinking, and Feeding

NA T-EDF1. A gastrostomy or nasogastric tube

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-EDF2. A feeding pump

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-EDF3. Thickened liquids

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

NA T-EDF4. Liquids

IA IM Egg -Egg 10s 1m 1/4 1/2 3/4 Ind Det

Quick Assessment Overview:

Matching

- Matching items to items, photographs to items, items to corresponding places, etc.

**Matching:** the tendency to match items-to-items, photographs-to-items, and text-to-items

- 4 Matches photographs or miniature items, but not text, with items or activities and vice versa 11. **M12-13**
- 3 Matches a few photographs or miniature items with items or activities and vice versa 11. **M6-11**
- 2 Matches only identical items 11. **M2-11**
- 1 Does not match identical items 11. **M1**

## Quick Assessment Overview: Imitation

- Imitate the motor movements of others
  - Teaching a sign – can the student imitate your movements?

**Imitation:** the tendency to imitate motor movements made by others

- 4 Imitates finger, hand, and arm movements and motor movements with items, but does not copy words that have been written, typed, or Braille-written **11. Im3**
- 3 Imitates many finger, hand, arm movements and a few motor movements with items **11. Im2**
- 2 Imitates some finger, hand, arm movements, but not motor movements with items **11. Im1-2**
- 1 Does not imitate any movements **11. Im1**

87

## Quick Assessment Overview: Other Daily Living Skills

- Can the student complete daily living skills?  
Can they complete the skills independently?
  - Includes everything OTHER than the must have skills

**Other Daily Living Skills:** the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner

- 4 Completes most daily living skills not related to health and safety
- 3 Completes 4-6 daily living skills not related to health and safety **8a. DLS-\_\_\_**
- 2 Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behavior **8a. DLS-\_\_\_**
- 1 Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts, or problem behavior **8a. DLS-\_\_\_**

88

## Quick Assessment Overview: Tolerating Other Situations

- Can the student tolerate various situations
  - Includes everything OTHER than the must have skills
  - Loud music, feedback from a teacher, not being first in line, a store is closed, public restrooms

**Tolerating Other Situations** – the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner

- 4 Tolerates most routine activities not related to health and safety without problem behavior
- 3 Tolerates 4-6 routine activities not related to health and safety **9. T-\_\_\_**
- 2 Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behavior **9. T-\_\_\_**
- 1 Because of intense episodes of problem behavior, instructors and care providers occasionally avoid routine activities not related to health and safety **9. T-\_\_\_**

89

## Quick Assessment Overview: Naming and Describing

- Can the student talk about (name and describe) different parts of naturally and regularly occurring routines?
  - Tacting items, activities, people in a routine

**Naming and Describing:** the tendency to name and describe items, activities, people, places, locations, and items with features that are part of routine events

- 4 Names or describes many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b. LRND11-13 or LRND14-15**
- 3 Names many items, activities, familiar people, and places that are part of 4-6 routine events **7b. LRND7-13**
- 2 Names some items and activities that are part of 1-3 routine events **7b. LRND1-3.1, 1-3.2, and 1-3.3**
- 1 Does not exhibit any names or descriptions **7b. LRND1-3.1, 1-3.2, and 1-3.3**

90

Quick Assessment Overview:  
Follow Directions, Recognizing and Retrieving

- Can the student follow directions to do something in a naturally and regularly occurring routine

**Following Directions, Recognizing, and Retrieving:** the tendency to follow directions, to recognize items, activities, people, places, locations, and items with features, and to retrieve items, people, and items with features that are part of routine events

- 4 Recognizes and retrieves many items, activities, familiar people, places, locations, and items with features that are part of 7 or more routine events **7b. LRND11-13 or LRND14-15**
- 3 Recognizes and retrieves many items, activities, familiar people, and places that are part of 4-6 routine events **7b. LRND7-13**
- 2 Follows directions to complete routine activities, and recognizes and retrieves some items that are part of 1-3 routine events **7b. LRND1-3.1, 1-3.2, and 1-3.3**
- 1 Does not follow directions to complete routine activities and does not recognize or retrieve any item that is part of a routine activity **7b. LR1-11, LR12-17, LRND1-3.1, 1-3.2, and 1-3.3**

91

Quick Assessment Overview:  
Answering Questions

- Can the student answer questions before, during or after naturally and regularly occurring routines?

**Answering Questions:** the tendency to answer questions that occur before, during, or after routine events

- 4 Answers many questions like "What are you going to do after lunch?", "Where did you put your blue pants?", and "Who is driving you to the movies?" that are a part of 7 or more routine events **7c. AQ11-13 or AQ14-15**
- 3 Answers many questions like "Where are the napkins?", "Who is that?", "What are you going to do?", "What are you going to get at the mall?", "Who is helping you?", "Where are you going?", and "When do you want your cigar?" that are a part of 4-6 routine events **7c. AQ7-13**
- 2 Answers some questions like "Do you want juice?", "Can you help me?", "What do you want?", or "Which one do you want?" that are part of 1-3 routine events **7c. AQ1-3.1, 1-3.2, and 1-3.3**
- 1 Cannot answer any commonly occurring questions **7c. AQ1-3.1, 1-3.2, and 1-3.3**

92

## Quick Assessment Overview:

### Problem Behavior

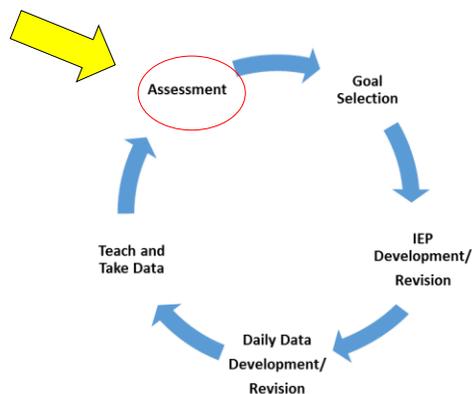
- In general, what level of problem behavior does the student exhibit?
  - Frequent vs infrequent, disruptive vs dangerous

**Problem Behavior:** the tendency for the learner to exhibit problem behavior

- 4 Does not exhibit problem behavior
- 3 Exhibits disruptive behavior or frequent complaining that presents a problem 10
- 2 Exhibits infrequent and less intense self-injurious, aggressive, or destructive behavior 10
- 1 Exhibits frequent and intense self-injurious, aggressive, or destructive behavior 10

93

## Assessment



94

# Conducting the Assessment

## What should be assessed?

- Entire Quick Assessment
  - Includes Essential 8
- Functional Academics (Domain 5)

# Conducting the Assessment

## Step 1:

Select and circle the score (1-4) that best fits the learner and fill in the corresponding box on the chart at the top of the assessment.

Table 3  
The Essential for Living Quick Assessment

THE ESSENTIAL EIGHT	
Spoken Words	4 3 2 1
Alternative Method of Spelling	4 3 2 1
Making Requests	4 3 2 1
Writing	4 3 2 1
Reading	4 3 2 1
Reading Transcripts	4 3 2 1
Spelling Using Form	4 3 2 1
Spelling Using Phonics	4 3 2 1
Constructive Talk	4 3 2 1
Previously Acquired Skills	4 3 2 1
Accepting "No"	4 3 2 1
Problem Solving	4 3 2 1
Health and Safety	4 3 2 1
Completing Daily Routines	4 3 2 1
Transferring Skills	4 3 2 1
Transferring Skills to Health and Safety	4 3 2 1
Making	4 3 2 1
Initiation	4 3 2 1
Other Daily Living Skills	4 3 2 1
Transferring Skills to Other Situations	4 3 2 1
Hearing and Following Directions	4 3 2 1
Recognizing Listening	4 3 2 1
Recognizing Questions	4 3 2 1
Problem Solving	4 3 2 1

**Spoken Words:** the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken-word repetitions occur

4 Exhibits many spontaneous, spoken-words, nearly typical spoken-word interactions, and spoken-word repetitions when asked to do so, all of which are understandable. **4. MS-Profile 1**

3 Exhibits a few spontaneous spoken words and spoken-word repetitions, both of which are understandable. **4. MS-Profiles 2/3**

2 Exhibits occasional words or spoken-word repetitions, but neither are understandable. **4. MS-Profile 4/5**

1 Exhibits only noises and a few sounds. **4. MS-Profile 6**

---

**THE ESSENTIAL EIGHT**

**One. Making Requests** – the tendency to make requests for highly preferred items and activities

4 Makes requests for 10 or more preferred items or activities without prompts using an effective method of speaking. **7a. R14. R17-21. R22-24. R27-28. R30-31**

3 Makes requests for 1-3 preferred items or activities with or without prompts. **7a. R7-8**

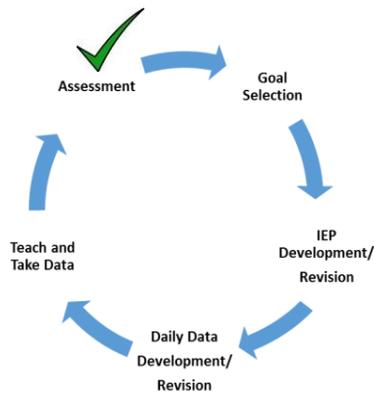
2 Makes requests by leading others to items. **7a. R1-5. R6. R7-8**

1 Makes requests by exhibiting problem behavior. **7a. R1-5. R6. R7-8**

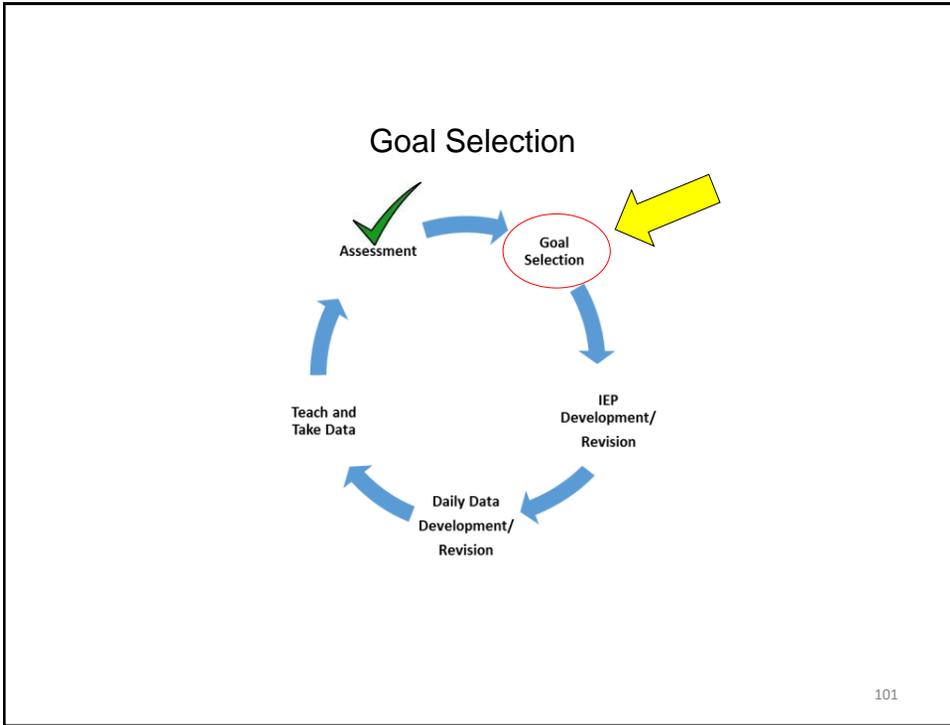


Assessment Area	Score	Potential Goals	Assessment Area	Score	Potential Goals
1. Making Requests	2	R 1-5, R6, R 7-8, R9	Matching	1	M1
2. Waiting	2	R9	Imitation	2	Im 1-2
3. Accepting Removals, Making Transitions, Sharing and Taking Turns	3	R 10, R 12-13	Other Daily Living skills	1	DLS - _____
4. Completing 10 Consecutive, Brief, Previously Acquired Tasks	2	R11	Tolerating other situations	2	T - _____
5. Accepting "No"	1	R 15-16	Naming and Describing	1	LRND 1-3.1, 1-3.2, 1-3.3
6. Following Directions related to Health and safety	2	LR 1-11	Following Directions, recognizing and retrieving	1	LR 1-11, LR12-17, LRND 1-3.1, 1-3.2, 1-3.3
7. Completing Daily Living Skills Related to Health and Safety	2	DLS -EDF 1-9, SLP 1-2, MT 1-5, AHS, 1-15, HS 1-8	Answering Questions	2	AQ 1-3.1, 1-3.2, 1-3.3
8. Tolerating Situations Related to Health and Safety	2	T -BHI 1-5, EDF 1-11, DMI 1-9, Slp 1-5, Tell 1-5, PRM 1-6, PTA 1-11, PEMR 1-10	Problem Behavior	1	10
			Responding to Text as a listener		RTL 2
			Reading		RTL 1
			Schedules, Lists and Time		SLT 6 SLT 9
			Math		Mth 4
			Writing/Typing		WT 1

So we've finished the assessment...



Next?



- ## Goal Selection
- Begin to look at the specific goals you have written down. The letters in the goal representing the domain. For example, R1 = Requesting goal #1.
  - Using the goals you have written down, flip to the corresponding domain to select the most appropriate goals.
  - Look through the goals and select at least one goal to target.
  - **At least one goal per domain should be selected.**
- 102

# Goal Selection

Important things to keep in mind when selecting goals:

- What goals are appropriate to teach in school? It may not be appropriate to teach Sleeping (SLP) goals in the academic setting.
- Will teaching the learner this goal impact their life in socially significant ways? Will this goal help my learner to become more independent?
- Are there physical limitations that may prevent a learner from being able to complete a skill?
- How do I teach this skill using the learner's alternate method of communication (as applicable)? What resources might I need to teach it?
- How do I plan on writing this goal into the IEP?

103

# Goal Selection

- Select goals that :
  1. Target the skill deficit that you intend on targeting
  2. Target skill deficits across domains (specifically those that the learner scored the lowest on)
    - *Especially within the 'Essential 8'*
  3. Once acquired, will make a socially significant impact on the student's life
  4. Are appropriate to teach within a school setting

104

## Sample Goals – Early Learner

Mostly scores of 1's, some 2's

- R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available
- R9 – Waits after making requests
- R10 – Accepts removals of preferred items
- R11 – Completes 10 consecutive brief previously acquired tasks
- R 15 – Accepts “no” after making a request for a preferred item
- T-BHI 5 – Tolerate touch, physical guidance or physical prompts
- LR 6 – moves from one location to another when told to do so while remaining next to an instructor or while remaining in line
- DLS-BPH 1- Washes hands
- DLS-BPH 9 – Brushes Teeth
- DLS-SIT 3 – Completes single response task during 1:1 instruction or therapy
- SLT 1 – Participates in events and activities using daily picture or tactile schedule
- M3 – Matching items to corresponding containers or locations
- M5 – Matching items with identical letters, numbers, shapes, sizes, configurations, or colors

105

## Sample Goals – Intermediate Learner

Mostly scores of 2's and 3's

- R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available (increase complexity to requesting missing items)
- R9 – Waits after making requests
- R10 – Accepts removals of preferred items
- R11 – Completes 10 consecutive brief previously acquired tasks
- R 15 – Accepts “no” after making a request for a preferred item
- T-BDA 2 – Tolerates a change in schedule or sequence of events
- LR 10 – Turns toward others when name is called and makes 2 consecutive listener responses
- DLS – personal hygiene, toileting, leisure, other routine daily activities
- RTL 3 – recognizes common food and non-food items
- Rdg 3 – Reads the essential text on containers of common food and non-food items
- SLT 3 – Completes routine tasks using lists
- Mth 1-5 – counting
- WT1-3 – writing

106

# Sample Goals – Advanced Learner

Scores mostly 4's, some 3's

- R7 – Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available (increase complexity to requesting information)
- R19 – Makes a generalized request for an audience
- R80 – Makes request that require 3 key words or signs along with carrier phrases
- T-HC 1 – Tolerating hair cuts and hair clippers
- LRND (Events) – requesting, recognizing, retrieving, naming and describing and answering questions (AQ,C) about common items, activities, people or places within the context on naturally occurring, ongoing routines
  - These include mands, tacts, listener responses, intraverbals and “doing skills”.
- DLS – Other routine activities including prevocational and vocational tasks, leisure, cleaning, using a telephone, preparing foods, cooking, laundry, etc.
- Rdg 9 – Reads printed word lists of steps necessary to complete a task
- SLT 11- Names time on an analog or digital clock or watch to the nearest quarter hour
- Mth 6-7 – adds or removes a specified number from an existing set of items
- WT 6 – Writes phrases

107

## How Are Skills Measured?

- Presence or absence of problem behavior
- Presence or absence of resistance to prompts
- Presence or absence of inappropriate responses
- The extent to which prompts are required or hesitation occurs
- The extent to which permanent, partial assistance is needed
- The extent to which environmental adaptation or prosthetic device is required
- Additional situations in which the skill occurs
- Any deterioration in performance after skill acquisition

### **Specific to Problem Behavior**

- Protective equipment or mechanical restraint
- Crisis stabilization procedures
- Psychotropic medications
- Self-restraint

108

EFL Performance Levels	
IA	Initial assessment of the skill has been completed
IM	Instruction or management has begun
-SA	Without self-injurious, aggressive or destructive behavior
-DC	Without disruptive behavior or complaints
FP	With a full physical, full demonstration, or full echoic prompt
-RP	Without resistance to prompts and without elopement (i.e., without leaving the area)
PP	With a partial physical, partial demonstration, or partial echoic prompt
MP	With a minimal touch, minimal gestural or minimal echoic prompt
IND	Without prompts, without scrolling, and within two seconds
-S, -M	The extent to which "waiting, tolerating, responding as listener, or performing" out problem behavior
	designated period of time (seconds, minutes) or the amount of time it takes to perform a specific skill
PPA	Some or all the response (steps) that are part of this skill require permanent partial assistance
PPD	Some or all of the responses (steps) that are part of this skill required an environmental adaptation or prosthetic device
CO	The critical out come of the skill has occurred
2E	The occurrence of the skill with two or more examples of the same item or activity
2S	The occurrence of the skill in two or more settings.
1M	When motivating events have occurred, but are weak
2M	When motivating events have occurred and are strong
NI	When the learner doesn't not have sensory contact with the requested item or activity (does not apply to some requests)
Det	Request are no longer occurring consistently

109

## SAMPLE OF MEASUREMENT IN EFL

### Domain 2: Listener Responses, Names, and Descriptions (LR, LRND)

#### Must-have Listener Responses

##### Following Directions Related to Health and Safety

NA	LR1. Holds and maintains contact with the hand of an instructor, care provider, or parent when directed to do so
----	--

*Mark → 0.100000*

IA IM 1s 2s 5s 10s 20s 1m 2m 5m 10m 20m Det

When directed to do so, learners follow a specific direction, make a specific response, and continue making that response without exhibiting problem behavior, without resisting or requiring prompts, in two or more situations, and in the presence of either of two persons on three consecutive occasions for...

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

\_\_\_s \_\_\_ seconds [ this targeted period of time is set by the instructor or care provider ]

\_\_\_m \_\_\_ minutes [ this targeted period of time is set by the instructor or care provider ]

Det [ this listener response is no longer occurring consistently ]

NA	LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so
----	---

*28-11-17*

IA IM -SA -DC -RP FP PP Ind 2S 2P Det

When directed to do so, learners follow directions and complete a required activity on three consecutive occasions...

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

-SA without self-injurious, aggressive, or destructive behavior

-DC without disruptive behavior or complaining

-RP without resistance to prompts and without elopement (i.e., without leaving the area)

FP with a full physical or full demonstration prompt

PP with a partial physical or partial demonstration prompt

MP with a minimal touch or minimal gestural prompt

Ind without prompts and without hesitation

2S in two or more situations

2p in the presence of either of two people

Det [ this listener response is no longer occurring consistently ]

110

Domain 2  
LR

## Completing the Assessment

R7 Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

1 Drink	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
2 Biscuit	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
3 Bubbles	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
4 Music	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
5 Crisps	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
6	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
7	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
8	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
9	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
10	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det

**Key:**

IA: Initial Assessment; IM: Instruction has begun; -SA: Without self-injurious, aggressive or destructive behavior; -DC Without disruptive behavior or complaints; -RP Without resistance to prompts and without elopement; FP Full physical prompt; PP Partial physical prompt; MP Minimal touch; Ind without prompts; without scrolling and within 2 seconds; 2S in 2 or more settings; 2P in the presence of either of two people; <M when motivating events have occurred, but are weak; NI when the learner does not have sensory contact with the requested item or activity; Det requests are no longer occurring consistently.

111

## Completing the Assessment

R9 – Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time

1. Cookies	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
2. Soda	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
3. Ice cream	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
4.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
5.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
6.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
7.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
8.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
9	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det
10.	IA	IM	1s	2s	5s	10s	1m	2m	5m	10m	20m	Det

**Key:**

IA: Initial Assessment; IM: Instruction has begun; 1s: for 1 sec; 2s: for 2 sec; 5s: for 5 sec; 10s: for 10 sec; 1m: for 1 minute; 2m: for 2 minutes; 5m: for 5 minutes; 10m: for 10 minutes; 20m: for 20 minutes; Det: "waiting" is no longer occurring consistently

112

# Updates

Initial Assessment	Date	Color Code	Symbol Code
Year 1	Jan 1, 2013- Dec 31, 2013	Yellow	0
Year 2	Jan 1, 2014 – Dec 31, 2014	Green	X
Year 3	Jan 1, 2015 – Dec 31, 2015	Blue	+

- Updates are usually not very often – sometimes yearly
- Skills are considered mastered when they occur in at least one appropriate situation without prompts and without hesitation.
- An initial assessment may require several weeks to administer

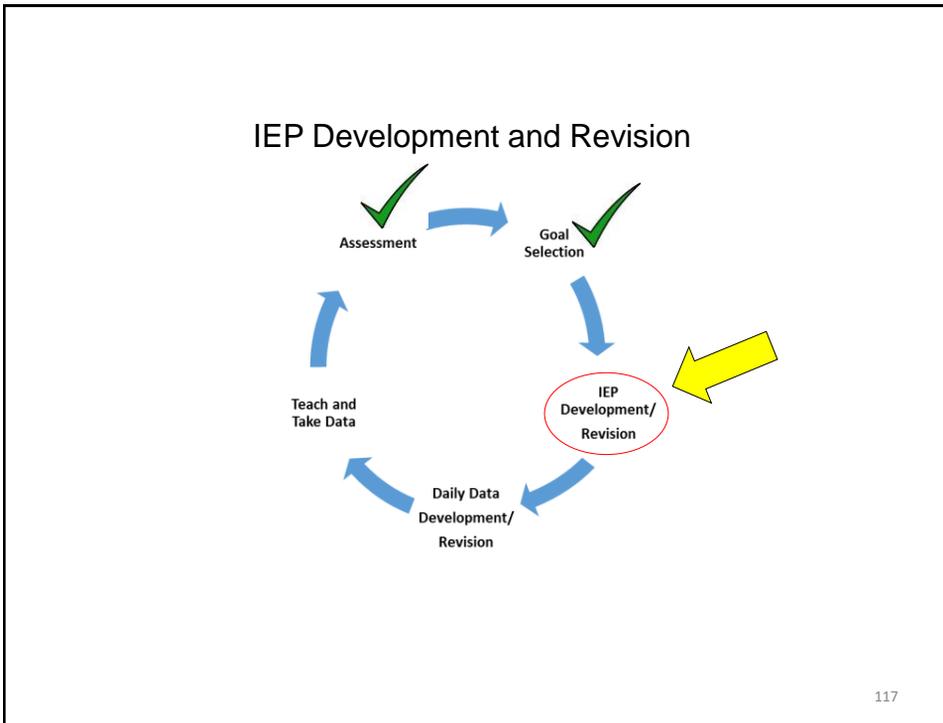
113

# Summary Score Sheets

- Each category has a summary score sheet, where you can view progress across all skills in that category:
  - Must Have
  - Should Have
  - Good to Have
  - Nice to Have
- Summary of Learners Assessment and Subsequent Progress
  - This allows you to easily see progress over time in a visual display – just like you can on the ABLLS-R or VB-MAPP.

114





- ## Writing IEP goals
- Goals targeted in the IEP should be based on IEP assessment.
    - Should address specific skill deficits in the learner’s skill repertoire
  - Goals should be specific enough so that they can be accomplished but broad enough so that you can add benchmarks.
  - Goals are functional
- 118

EFL Goal	IEP Goal	Benchmarks	IEP section
R1 – R7	Student will use modified sign language as determined by her Alternate Method of Speaking Assessment to request at least 15 preferred items	Nov: sign for 5 items March: sign for 10 items June: sign for 15 items	Study skills, daily living, ELA
LR 5	Student will follow 3 verbal direction to stand up, sit down, come here when directed to do so	Nov: master 1 verbal direction March: master 2 verbal directions June: master 3 verbal directions	Transition, study skills
LR 6	Student will move from 1 location to another when directed to do so without prompting.	Nov: prompting 50% of the time March: prompting 20% of the time June: no prompts	Transition, Study Skills
DLS-EDF23	Student will independently self feed using a fork	Nov: 50% of the time March: 75% of the time June: 100% of the time	Daily Living
DLS-EDF18	Student will independently wipe her mouth and hands with a napkin after eating	Nov: 50% of the time March: 75% of the time June: 100% of the time	Daily Living
T-BPH 1	Student will tolerate someone washing her hands by not engaging in problem behavior during hand washing procedure	Nov: 50% of the time w/o PB March: 75% of the time w/o PB June: 100% of the time w/o PB	Daily Living, behavior
T-DD1	Student will tolerate someone brushing her teeth by not engaging in problem behavior during the teeth-brushing procedure	Nov: 50% of the time w/o PB March: 75% of the time w/o PB June: 100% of the time w/o PB	Daily Living, behavior
M1	Student will match identical items to complete an activity	Nov: match 5 identical items March: match 10 identical items June: match 15 identical items	ELA, Math, Study skills
LRND 1	When given directions to retrieve or locate a specific item related to functional daily living skills, the student will do so for at least 15 items	Nov: retrieve/locate 5 items March: retrieve/locate 10 items June: retrieve/locate 15 items	ELA, Math, Transition, Study skills
SLT 1	Student will follow events of the day using a personal daily picture schedule	Nov: with prompts 50% of time March: with prompts 20% of time June: no prompts	ELA
Mth 1	Student will count a specific number of items from 1-10 using a counting jig	Nov: with prompts 50% of time March: with prompts 20% of time June: no prompts	Math

119

## Example

- EFL Goal:
  - R1 – R7
- IEP Goal:
  - Student will use modified sign language as determined by her Alternate Method of Speaking Assessment to request at least 15 preferred items
- Benchmarks
  - Nov: sign for 5 items
  - March: sign for 10 items
  - June: sign for 15 items
- Section of the IEP
  - Study skills, daily living, ELA

120

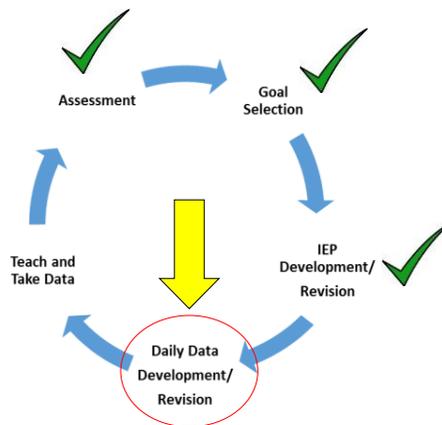
**By now we have:**

- Completed the Quick Assessment
- Identified goals to be taught (from Quick Assessment and Functional Academics)
- Written goals into IEP (goals and benchmarks)



Now what?

**IEP Development and Revision**



# Types of Data Forms

- Daily (or weekly) data
- Manding/Requesting Data sheet
- Skills Tracking
- Probe Data Sheet
- Task Analyses

123

## Data Collection Forms: Daily/Weekly Data

### Daily Data

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Time	Program/Subject	Goals	Data Collection

124









## Program Set-Up: Binders

- Binders should be divided into the following sections:
    - IEP
    - Assessment (Quick Assessment and AMS)
    - Making Requests
    - Listener Responses
    - Daily Living Skills
    - Events
    - Functional Academics
      - May be broken into smaller sections
    - Tolerating
    - Problem Behavior
    - Toileting
    - Daily Data
- For each section you will have a:  
skills tracking sheet  
AND  
Probe data sheet AND/OR Task Analyses

133

## Program Set-Up: Clipboards

- Components of Clipboards
  - Clipboards should be use to hold “everyday” forms or data forms you need access to often
  
  - Example:
    - Daily Data Sheet
    - Manding/requesting data forms
    - ABC Data (problem behavior)
    - Toileting Data

134

## Essential for Living Scoring Key

### Domain 1: Requests and Related Listener Responses (R)

Scoring Key:

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Det
----	----	----	-----	-----	-----	----	----	----	-----	----	----	----	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**-SA** = without self-injurious, aggressive or destructive behavior  
**-DC** = without disruptive behavior or complaints  
**-RP** = without resistance to prompts and without elopement (i.e., without leaving the area)  
**FP** = with a full physical, full demonstration, or full echoic prompt  
**PP** = with a partial physical, partial demonstration, or partial echoic prompt  
**MP** = with a minimal touch, minimal gestural, or minimal echoic prompt  
**Ind** = without prompts, without scrolling and within 3-seconds  
**2S** = in two or more settings  
**2P** = in the presence of either of two people  
**<M** = when motivating events have occurred, but are weak  
**<M** = when strong motivating events have occurred  
**NI** = when the learner does not have sensory contact with the requested item or activity (does not apply to some requests)  
**Det** = [this skill is no longer occurring consistently]

135

NA	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det
----	----	----	----	----	----	-----	-----	----	----	----	-----	-----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**1s** = for 1 second  
**2s** = for 2 seconds  
**5s** = for 5 seconds  
**10s** = for 10 seconds  
**20s** = for 20 seconds  
**1m** = for 1 minute  
**2m** = for 2 minutes  
**5m** = for 5 minutes  
**10m** = for 10 minutes  
**20m** = for 20 minutes  
**Det** = [this skill is no longer occurring consistently]

NA	IA	IM	1	2	5	10	Det
----	----	----	---	---	---	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**1** = one brief task  
**2** = two consecutive, brief tasks  
**5** = five consecutive, brief tasks  
**10** = ten, consecutive brief tasks  
**Det** = [this skill is no longer occurring consistently]

136

**Domain 2: Listener Responses, Names, and Descriptions (LR, LRND)**

Scoring Key

NA	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Det
----	----	----	----	----	----	-----	-----	----	----	----	-----	-----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**1s** = for 1 second  
**2s** = for 2 seconds  
**5s** = for 5 seconds  
**10s** = for 10 seconds  
**20s** = for 20 seconds  
**1m** = for 1 minute  
**2m** = for 2 minutes  
**5m** = for 5 minutes  
**10m** = for 10 minutes  
**20m** = for 20 minutes  
**Det** = [this skill is no longer occurring consistently]

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	Det
----	----	----	-----	-----	-----	----	----	----	-----	----	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**-SA** = without self-injurious, aggressive or destructive behavior  
**-DC** = without disruptive behavior or complaints  
**-RP** = without resistance to prompts and without elopement (i.e., without leaving the area)  
**FP** = with a full physical or full demonstration prompt  
**PP** = with a partial physical or partial demonstration prompt  
**MP** = with a minimal touch or minimal gestural prompt  
**Ind** = without prompts and within 3-seconds  
**2S** = in two or more settings  
**2P** = in the presence of either of two people  
**Det** = [this listener response is no longer occurring consistently]

**Domain 3: Answers to Questions and Conversations (AQ, C)**

Scoring Key

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2E	2P	Det
----	----	----	-----	-----	-----	----	----	----	-----	----	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**FP** = when there is contact with a specific item or activity  
**PP** = when there is brief contact with a specific item or activity  
**MP** = when there is very brief contact with a specific item or activity  
**Ind** = without prompts and without hesitation  
**2E** = with two or more variations of each question  
**2P** = in the presence of either of two people  
**Det** = [this speaker response is no longer occurring consistently]

**Domain 4: Daily Living and Related Skills (DLS)**

**Scoring Key**

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	CO	2S	2P	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----	-----	----	----	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**-SA** = without self-injurious, aggressive or destructive behavior  
**-DC** = without disruptive behavior or complaints  
**-RP** = without resistance to prompts and without leaving the area  
**FP** = with a full physical or full demonstration prompt  
**PP** = with a partial physical or partial demonstration prompt  
**MP** = with a minimal touch or minimal gestural prompt  
**Ind** = without prompts and within three seconds  
**PPA** = [performance of this task requires permanent partial assistance]  
**APD** = [performance of this task requires an environmental adaptation or prosthetic device]  
**CO** = [the critical outcome of this skill has occurred]  
**2S** = [the skill and the critical outcome have occurred in two or more settings]  
**2P** = [the skill and the critical outcome have occurred in the presence of either of two people]  
**Det** = [this daily living skill or its critical outcome are no longer occurring consistently]

NA	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	CO	2S	2P	Det
----	----	----	-----	-----	-----	-----	-----	----	-----	-----	----	----	----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**1<sup>st</sup>** = one response (step) without prompts  
**1/4** = one fourth of the responses (steps) that are part of the skill without prompts  
**1/2** = one half of the responses (steps) that are part of the skill without prompts  
**3/4** = three fourths of the responses (steps) that are part of the skill without prompts  
**Ind** = all of the responses (steps) that are part of the skill without prompts  
**\_m** = all of the responses (steps) that are part of the skill without prompts and within \_minutes  
**PPA** = [some or all of the responses (steps) that are part of this skill require permanent partial assistance]  
**APD** = [some or all of the responses (steps) that are part of this skill require an environmental adaptation or prosthetic device]  
**CO** = [the critical outcome of this skill has occurred]  
**2S** = [the skill and the critical outcome have occurred in two or more settings]  
**2P** = [the skill and the critical outcome have occurred in the presence of either of two people]  
**Det** = [some or all of the responses (steps) that are part of this skill or its critical outcome are no longer occurring consistently]

**Domain 5: Functional Academic Skills (RTL, Rdg, SLT, Mth, WT)**

**Responding to Text as a Listener and Reading (RTL, Rdg)**

**Scoring Key**

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**-SA** = without self-injurious, aggressive or destructive behavior  
**-DC** = without disruptive behavior or complaints  
**-RP** = without resistance to prompts and without leaving the area  
**FP** = with a full physical or full demonstration prompt  
**PP** = with a partial physical or partial demonstration prompt  
**MP** = with a minimal touch or minimal gestural prompt  
**Ind** = without prompts and within three seconds  
**Det** = [this skill is no longer occurring consistently]

**Schedules, Lists and Time (SLT)**

**Scoring Key**

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----

**NA** = [this skill is not appropriate or necessary for this learner]  
**IA** = [the initial assessment of this skill has been completed]  
**IM** = [instruction or management has begun]  
**-SA** = without self-injurious, aggressive or destructive behavior  
**-DC** = without disruptive behavior or complaints  
**-RP** = without resistance to prompts and without leaving the area  
**FP** = with a full physical or full demonstration prompt  
**PP** = with a partial physical or partial demonstration prompt  
**MP** = with a minimal touch or minimal gestural prompt  
**Ind** = without prompts, without scrolling and without hesitation  
**Det** = [this skill is no longer occurring consistently]

**Math Skills (Mth)**

Scoring Key

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	PPA	APD	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----	-----	-----

NA = [this skill is not appropriate or necessary for this learner]  
 IA = [the initial assessment of this skill has been completed]  
 IM = [instruction or management has begun]  
 -SA = without self-injurious, aggressive or destructive behavior  
 -DC = without disruptive behavior or complaints  
 -RP = without resistance to prompts and without leaving the area  
 FP = with a full physical or full demonstration prompt  
 PP = with a partial physical or partial demonstration prompt  
 MP = with a minimal touch or minimal gestural prompt  
 Ind = without prompts and within two seconds  
 PPA = [this skill requires permanent partial assistance]  
 APD = [this skill requires an environmental adaptation or prosthetic device]  
 Det = [this skill is no longer occurring consistently]

NA	IA	IM	1st	1/4	1/2	3/4	Ind	_m	PPA	APD	Det
----	----	----	-----	-----	-----	-----	-----	----	-----	-----	-----

NA = [this skill is not appropriate or necessary for this learner]  
 IA = [the initial assessment of this skill has been completed]  
 IM = [instruction or management has begun]  
 1st = one response (step) without prompts  
 1/4 = one fourth of the responses (steps) that are part of the skill without prompts  
 1/2 = one half of the responses (steps) that are part of the skill without prompts  
 3/4 = three fourths of the responses (steps) that are part of the skill without prompts  
 Ind = without prompts and within two seconds  
 \_m = all of the responses (steps) that are part of the skill without prompts and within \_minutes  
 PPA = [some or all of the responses (steps) that are part of this skills require permanent partial assistance]  
 APD = [some or all of the responses (steps) that are part of this skills require an environmental adaptation or prosthetic device]  
 Det = [this Math skill is no longer occurring consistently]

**Writing or Typing Skills (WT)**

Scoring Key

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----

NA = [this skill is not appropriate or necessary for this learner]  
 IA = [the initial assessment of this skill has been completed]  
 IM = [instruction or management has begun]  
 -SA = without self-injurious, aggressive or destructive behavior  
 -DC = without disruptive behavior or complaints  
 -RP = without resistance to prompts and without leaving the area  
 FP = with a full physical or full demonstration prompt  
 PP = with a partial physical or partial demonstration prompt  
 MP = with a minimal touch or minimal gestural prompt  
 Ind = without prompts and without hesitation  
 Det = [this skill is no longer occurring consistently]

**Domain 6: Tolerating Skills and Eggshells**

Scoring Key

NA	IA	IM	Egg	-Egg	10s	1m	1/4	1/2	3/4	Ind	Det
----	----	----	-----	------	-----	----	-----	-----	-----	-----	-----

NA = [this skill is not appropriate or necessary for this learner]  
 IA = [the initial assessment of this skill has been completed]  
 IM = [instruction or management has begun]  
 Egg = [situations are avoided because problem behavior occurs]  
 -Egg = [situations are no longer avoided because problem behavior occurs]  
 10s = for 10 seconds  
 1m = for 1 minute  
 1/4 = for 5 minutes or 1/4 of the required duration of an activity  
 1/2 = for 10 minutes or 1/2 of the required duration of an activity  
 3/4 = for 20 minutes or 3/4 of the required duration of an activity  
 Ind = for 1 hour or the required duration of an activity  
 Det = [this tolerating skill is no longer occurring consistently]

**Domain 7: Tool Skills and Component Skills (MM, M, and Im)**

Scoring Key

NA	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	Det
----	----	----	-----	-----	-----	----	----	----	-----	-----

NA = [this skill is not appropriate or necessary for this learner]  
 IA = [the initial assessment of this skill has been completed]  
 IM = [instruction or management has begun]  
 -SA = without self-injurious, aggressive or destructive behavior  
 -DC = without disruptive behavior or complaints  
 -RP = without resistance to prompts and without leaving the area  
 FP = with a full physical or full demonstration prompt (with imitation skills, a full physical prompt only)  
 PP = with a partial physical or partial demonstration prompt (with imitation skills, a partial physical prompt only)  
 MP = with a minimal physical or minimal gestural prompt  
 Ind = without prompts, without scrolling and without hesitation  
 Det = [this skill is no longer occurring consistently]

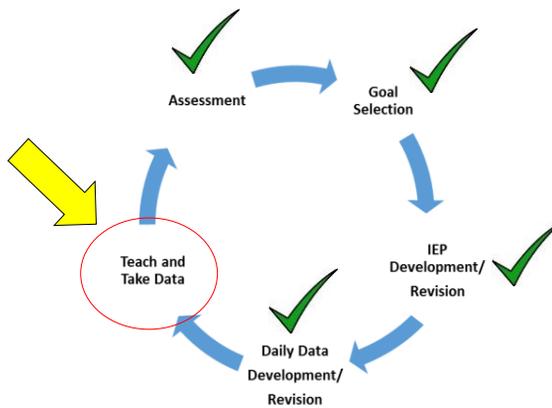
**By now we have:**

- Completed the Quick Assessment
- Identified goals to be taught (from Quick Assessment and Functional Academics)
- Written goals into IEP (goals and benchmarks)
- Developed a daily/weekly data
- Made a binder and clipboard for each student
- Have data sheets in each section with the current goals and targets



What's Next?

Teach and Take Data



# Teaching the skills

CONTEXT IS EVERYTHING!!!!!!

145

## Teaching the skills: A look back at the weekly data form...

Arrival/Unpack	LR6. Moves from one place to another when directed to do so Target: _____	Tell Ricky "Go to _____ (insert target)." Only tell him once – if he does not respond, physically prompt him to comply. Only provide physical prompts as needed.	2S/2P	2S/2P	2S/2P	2S/2P	2S/2P
			I	I	I	I	I
			VP	VP	VP	VP	VP
			PPP	PPP	PPP	PPP	PPP
			FPP	FPP	FPP	FPP	FPP
			PB	PB	PB	PB	PB

When will you teach this skill?

- In the morning when he comes into school – arrival/unpack

What is the target for the skill?

- Walking from bus into building, from locker into class, from one part of class to another

How will you teach it?

- Tell Ricky, "Go to \_\_\_\_\_" only tell him once, if he does not respond, physically prompt him to comply. Record data

146

# Teaching the Skills: Events

## A Look back at the weekly data form....

Homeroom/ Breakfast	LRND: request, rec, retrieve and relocate "spoon"	During the breakfast routine, Ricky will use his iPad to request a "spoon", recognize, retrieve and relocate "spoon"	2S/2P I VP PPP FPP PB	2S/2P I VP PPP FPP PB	2S/2P I VP PPP FPP PB	2S/2P I VP PPP FPP PB	2S/2P I VP PPP FPP PB
------------------------	---	---	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------

When will you teach this skill?

- Homeroom/Breakfast

What is the target for the skill? (Hint: there is 3!)

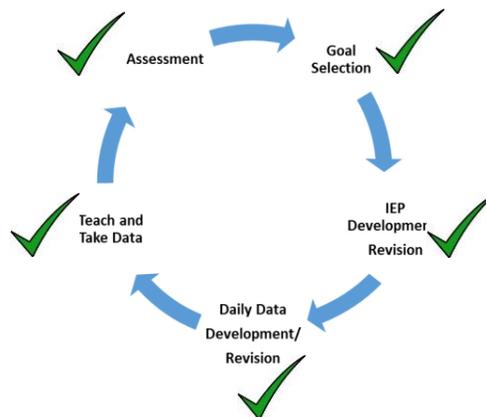
1. Requesting: "Spoon"
2. Recognizing: "Spoon"
3. Retrieve/Relocating: "Spoon"

How do you teach it?

- Request: Give Ricky cereal with no spoon; he requests spoon on iPad
- Rec, ret/rel: Tell Ricky "Please get a spoon (rec, ret) and bring it to "Bobby" (rel)

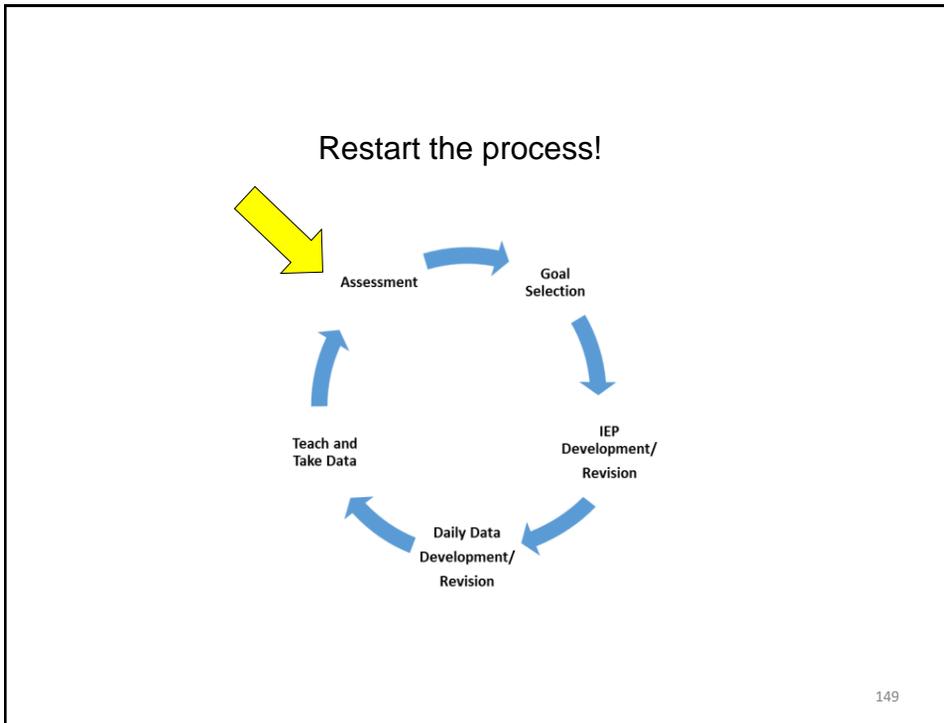
147

We've completed each step in the process...



What's Next?

148



## Quick Assessment Overview: Spoken Words

- Outlines 6 profiles of learners with moderate-to-severe developmental disabilities based on the extent of their spoken-word repertoires
- Assists educators in determining whether to select “saying words” as the learner’s primary method of speaking or to select an alternate method of speaking (AMS Assessment)

[Video Examples of Methods of Speaking](#)

Table 2.  
A Summary of Six Profiles of Learners with Moderate-to-Severe Developmental Disabilities  
Based on the Extent of their Spoken-word Repertoires

Vocal Profiles	Spoken Words			Spoken-word Repetitions		
	Frequent	Spontaneous	Understandable	Controlled	Uncontrolled	Understandable
<b>Vocal Profile 1:</b> Typical Spoken-word Interactions and Controlled Repetitions	●	●	●	●		●
<b>Vocal Profile 2:</b> Uncontrolled or Controlled Repetitions	●			●	●	●
<b>Vocal Profile 3:</b> Occasional Words or Phrases		●	●			
<b>Vocal Profile 4:</b> Uncontrolled or Controlled Repetitions that are not Understandable	●			●	●	
<b>Vocal Profile 5:</b> Occasional Words that are not Understandable		●				
<b>Vocal Profile 6:</b> Noises, a Few Sounds, and Syllables						

151

## Quick Assessment Overview: Alternative Method of Speaking

- An assessment within the EFL
- Focuses on selecting an alternate method of speaking (communicating)
- Selecting of Alternate Method of speaking is based on one or more of the following:
  - the physical skills of the learner (gross and fine motor skills)
  - The size of audience for specific methods (sign vs device)
  - The ease with which specific methods can be implemented by instructors, care providers and parents OR
  - The potential for the teaching of advanced language

152

Table 5.  
Alternative Methods of Speaking Tend to be More Effective When Learners Exhibit Specific Sensory, Skill, and Behavioral Repertoires

Specific Sensory, Skill, and Behavioral Repertoires	
<b>H</b>	Hearing
<b>S</b>	Sighted
<b>HI</b>	Hearing impaired
<b>VI</b>	Visually impaired
<b>HVI</b>	Hearing and visually impaired
<b>Am</b>	Ambulatory
<b>NAm</b>	Non-ambulatory
<b>A</b>	Active
<b>I</b>	Inactive
<b>FM</b>	Fine motor coordination
<b>&lt;FM</b>	Limited or no fine motor coordination
<b>MI</b>	Motor imitation
<b>&lt;MI</b>	Limited or no fine motor imitation
<b>M</b>	Matching
<b>&lt;M</b>	Limited or no matching
<b>PB</b>	Moderate or severe problem behavior
<b>-PB</b>	No moderate or severe problem behavior

153

Table 6.  
The Advantages of 'Saying words' as a Method of Speaking

The Speaker Advantages of 'Saying words'	
Portability	
<b>P</b>	Children and adults can convey messages at any place and time without need for environmental supports;
Effort	
<b>E</b>	Information can be conveyed with very little effort.
Complexity	
<b>1S</b>	In the beginning, only one-step (i.e., single-word) responses are required.
<b>-CD</b>	In the beginning, complex discriminations are not required. conditional discriminations are not required
Communication Skills	
<b>Rq</b>	Many requests can be easily conveyed. many mands can be expressed
<b>ND</b>	Many items, activities, people, and places can be clearly named or described. facts can be taught
<b>AQ</b>	Answers to questions can clearly and easily occur. intraverbals can occur
<b>Con</b>	Conversation can easily occur.
<b>Rd</b>	Reading can be taught. textual behavior can be taught
<b>RA</b>	Requests can be conveyed in the absence of what is being requested.
The Audience Advantage of 'Saying words'	
<b>LA</b>	The speaker can be understood by a large audience of instructors, care providers, parents, and peers with and without disabilities who do not require training.

154

# Selecting Alternative Method of Communication

Sensory, Skill, and Behavioral Repertoires	
<b>H</b>	Hearing
<b>S</b>	Sighted
<b>HI</b>	Hearing impaired
<b>VI</b>	Visually impaired
<b>HVI</b>	Hearing and visually impaired
<b>Am</b>	Ambulatory
<b>NAm</b>	Non-ambulatory
<b>A</b>	Active
<b>I</b>	Inactive
<b>FM</b>	Fine motor coordination
<b>&lt;FM</b>	Limited or no fine motor coordination
<b>MI</b>	Motor imitation
<b>&lt;MI</b>	Limited or no fine motor imitation
<b>M</b>	Photo or printed word-to-item matching
<b>&lt;M</b>	Limited or no matching
<b>PB</b>	Moderate or severe problem behavior
<b>-PB</b>	No moderate or severe problem behavior

Advantages of 'Saying Words'	
Speaker Advantages	
Portability	
<b>P</b>	Children and adults can convey messages at any place and time without environmental supports
Effort	
<b>E</b>	Information can be conveyed with very little effort
Complexity	
<b>IS</b>	In the beginning, only 1-step responses are required
<b>-CD</b>	In the beginning, complex discriminations are not required
Communication Skills	
<b>Rq</b>	Many requests can be easily conveyed
<b>ND</b>	Many items, activities, people, and places can be clearly named or described
<b>AQ</b>	Answers to questions can clearly and easily occur
<b>Con</b>	Conversation can easily occur
<b>Rd</b>	Reading can be taught
<b>RA</b>	Requests can be conveyed in the absence of what is being requested
Audience Advantage	
<b>LA</b>	The speaker can be understood by a large audience, which does not require training

## Mylar Overlay for Decision Making

The Learner's Current Sensory, Skill, and Behavioral Repertoires																
<b>H</b>	<b>S</b>	<b>HI</b>	<b>VI</b>	<b>HVI</b>	<b>Am</b>	<b>NAm</b>	<b>A</b>	<b>I</b>	<b>FM</b>	<b>&lt;FM</b>	<b>MI</b>	<b>&lt;MI</b>	<b>M</b>	<b>&lt;M</b>	<b>PB</b>	<b>-PB</b>
Alternative Method of Speaking		AMS 2: Forming standard signs (e.g., Signed English)														
The Repertoires that Tend to Occur When AMS 2 is Effective																
<b>H</b>	<b>S</b>	<b>HI</b>	<b>VI</b>	<b>HVI</b>	<b>Am</b>	<b>NAm</b>	<b>A</b>	<b>I</b>	<b>FM</b>	<b>&lt;FM</b>	<b>MI</b>	<b>&lt;MI</b>	<b>M</b>	<b>&lt;M</b>	<b>PB</b>	<b>-PB</b>
The Advantages of 'Saying Words' Retained by AMS 2																
Speaker	<b>P</b>	<b>E</b>	<b>IS</b>	<b>-CD</b>	<b>Rq</b>	<b>ND</b>	<b>AQ</b>	<b>Con</b>	<b>Rd</b>	<b>RA</b>	Large Audience		<b>LA</b>			

<http://amscompare.com>   [Videos and Analysis](#)   [Peter Video](#)

155

## Alternative Methods of Speaking

Alternative Methods that Include Specific Responses that Correspond to Words or Letters Conveyed

Topography-based Response Forms

- AMS 1: Using the sign language of the deaf community
- AMS 2: Forming standard signs (e.g., Signed English)
- AMS 3: Forming a repertoire of standard, adapted, and idiosyncratic signs
- AMS 4: Forming a repertoire of standard and adapted signs used with tactile signing
- AMS 5: Forming a repertoire of standard signs, iconic signs and iconic gestures
- AMS 6: Writing words or drawing diagrams on a small notepad
- AMS 7: Saying word approximations that are understood and discriminated only by a familiar audience
- AMS 8: Making distinguishable noises or sounds that are understood and discriminated only by a familiar audience

156

**Alternative Methods that Include Non-specific Responses Which are Used to Select Photographs, Pic-symbols, Printed words, Letters, or Spoken Words**

Selection-based  
Response Forms

- AMS 9:** Visually scanning and pointing to or exchanging photographs using a small book worn by the learner
- AMS 10:** Visually scanning and pointing to or exchanging pic-symbols with printed words using a small book worn by the learner
- AMS 11:** Visually scanning and pointing to or exchanging printed words using a small book worn by the learner
- AMS 12:** Visually scanning and touching photographs on a screen using a small speech-generating device (SGD) worn by the learner or attached to the learner's mobility or positioning device
- AMS 13:** Visually scanning and touching pic-symbols with printed words on a screen using a small SGD worn by the learner or attached to the learner's mobility or positioning device
- AMS 14:** Visually scanning and touching printed words on a screen using a small speech-generating device (SGD) worn by the learner or attached to the learner's mobility or positioning device
- AMS 15:** Visually scanning and exchanging photographs using the Picture Exchange Communication System<sup>2</sup> and a large PECS Communication Book
- AMS 16:** Visually scanning and exchanging pic-symbols with printed words using the Picture Exchange Communication System and a large PECS Communication Book
- AMS 17:** Visually scanning and exchanging printed words using the Picture Exchange Communication System and a large PECS Communication Book
- AMS 18:** Scanning by touch and selecting items or miniature items attached to an object board
- AMS 19:** Visually scanning and touching photographs using a large SGD that contains 20 or fewer messages or requires another person to change templates

157

- AMS 20:** Visually scanning and touching pic-symbols with printed words using a large SGD that contains 20 or fewer messages or requires another person to change templates
- AMS 21:** Visually scanning and touching printed words using a large SGD that contains 20 or fewer messages or requires another person to change templates
- AMS 22:** Visually scanning and selecting photographs on a large SGD by touching the screen, or by using one or two switches or eye-tracking
- AMS 23:** Visually scanning and selecting pic-symbols with printed words on a large SGD by touching the screen, or by using one or two switches or eye-tracking
- AMS 24:** Visually scanning and selecting printed words on a large SGD by touching the screen, or by using one or two switches, or eye-tracking
- AMS 25:** Typing words with a small, electronic device
- AMS 26:** Typing words with a large, electronic or SGD
- AMS 27:** Typing words with a Braille Writer
- AMS 28:** Typing words with a switch or eye-tracking and a large SGD
- AMS 29:** Scanning by listening and selecting spoken words on a large SGD by touching the screen, or by using one or two switches
- AMS 30:** Scanning by touch and selecting locations on a large, adapted SGD
- AMS 31:** Visually scanning and pointing to large photographs using a binder
- AMS 32:** Visually scanning and pointing to large printed words using a binder

158

- AMS 33:** Visually scanning and selecting photographs presented two at a time
- AMS 34:** Visually scanning and selecting items presented two at a time
- AMS 35:** Scanning by touch and selecting items presented two at a time
- AMS 36:** Looking at and selecting photographs presented one at a time
- AMS 37:** Looking at and selecting items presented one at a time
- AMS 38:** Touching and selecting items presented one at a time
- AMS 39:** Scanning by listening and selecting spoken words presented two at a time
- AMS 40:** Listening and selecting spoken words presented one at a time
- AMS 41:** Listening to "do you want \_\_\_?" and gesturing to indicate 'yes' or 'no'
- AMS 42:** Listening to "do you want \_\_\_?" and activating a switch to indicate 'yes' or one of two switches to indicate 'yes' or 'no'
- AMS 43:** Reaching, pointing, gesturing, or gazing toward items or familiar locations for items
- AMS 44:** Leading others to items or to familiar locations for items
- AMS 45:** Selecting items or completing activities in the presence of another person that are typically paired with or precede preferred items or activities
- AMS 46:** Touching a photograph or printed words using a speech-generating device that contains only one message

159

Table 16.  
Testing the Effectiveness of an Alternative, Primary Method of Speaking

Testing the effectiveness of an alternative method of speaking should include the following components:

- providing a minimum of 2-3 months of daily instruction;
- teaching a learner to 'make requests' for specific, highly preferred items, activities, and persons, NOT to 'name or describe' items or persons, NOT 'to comment' on experiences, and NOT to 'answer questions';
- teaching requests for specific items, activities, and persons (see **R6**, **R19**, **R20**, and, for some learners, **R13**, **R15**, **R16**, **R17**, and **R18**); NOT requests for 'more', 'food', or 'eat' and NOT requests with 'please', 'yes', or 'no';
- teaching 2-5 targeted requests at a time; when requests are exhibited consistently without prompts, adding requests for new items and activities;
- providing 200-300 opportunities to make targeted requests per day;
- using empirically-validated teaching procedures, such as errorless teaching and the teaching procedures described in chapter 12;
- collecting data to determine the extent and frequency of occurrence of the targeted requests;
- recording and displaying the extent to which the learner requires prompts to make targeted requests -- collecting first opportunity of the day probe data using self-graphing data sheets as described and demonstrated in chapter 4; when the learner makes a request without prompts on 3 consecutive days, adding this request to a cumulative count of requests the learner makes consistently without prompts.

160

Table 17.

Determining the Effectiveness of an Alternative, Primary, Back-up, or Concurrent Method of Speaking and Confirming or Rejecting this Method

An alternative method of speaking should be considered effective and should be confirmed as a learner's primary, back-up, or concurrent method, if the following four criteria are met:

- the requesting repertoire...is improving rapidly (8-10 requests for new items or activities per month)...or...is continuing to improve gradually (1-2 requests for new items or activities per month)...or...includes most of the learner's preferred items and activities (20 items and activities);
- the audience responds appropriately to the learner's requests (i.e. provides what the learner requests);
- the learner makes frequent, spontaneous requests throughout the day (a minimum of 40-50 per day); and
- the frequency of self-injurious, aggressive, destructive, or disruptive behavior has decreased significantly.

If any of these four criteria are not met, this method should be rejected.

161

Table 19.

Determining the Effectiveness of an Alternative, Secondary Method of Speaking and Confirming or Rejecting this Method

An alternative method of speaking should be considered effective and should be confirmed as a learner's secondary method, if the following criteria are met:

- the requesting, along with the naming and describing repertoires, ...are improving rapidly (names or descriptions of 10-20 new items, activities, or persons per month)...or...are continuing to improve gradually (names or descriptions of 4-5 new items, activities, or persons per month)...or... include many common items, commonly occurring activities, and familiar persons (requests, names, and descriptions of 200+ items, activities, and persons);
- the learner is beginning to answer questions (3-4 answers per day) ...or is answering questions frequently throughout the day (a minimum of 40-50 answers per day); and

If both of these criteria are not met, this method should be rejected..

162

Table 18.  
 Three Situations in Which A Concurrent, Back-up, or Secondary Method of Speaking  
 May be Helpful to a Learner

Additional Method of Speaking	Situations in Which An Additional Method of Speaking May be Helpful to a Learner
Concurrent	When a child or an adult has been taught to request many preferred items and activities using two or more methods of speaking, both of which are effective, and which result in two, sizable, non-overlapping repertoires.
Back-up	When a learner's primary method of speaking limits the size of their audience, as it does with 'forming a repertoire of <i>standard, adapted, and idiosyncratic signs</i> ' (AMS 3)
Secondary	When a primary method of speaking limits what a learner can say, as ' <i>visually scanning and exchanging photographs using the Picture Exchange Communication System [PECS] and a large PECS communication book</i> ' (AMS 15) limits a learner to requests

163

## B.F. Skinner's Analysis of Verbal Behavior

164

## Behavioral Account of Language



- In 1957, Skinner wrote the book *Verbal Behavior* where he offered a behavioral interpretation of language.
- In contrast to traditional theorists, B. F. Skinner argued that language is not some innate, cognitive or developmental process but rather language is behavior, verbal behavior, and is best explained by the same environmental variables that explain all other behavior.

165

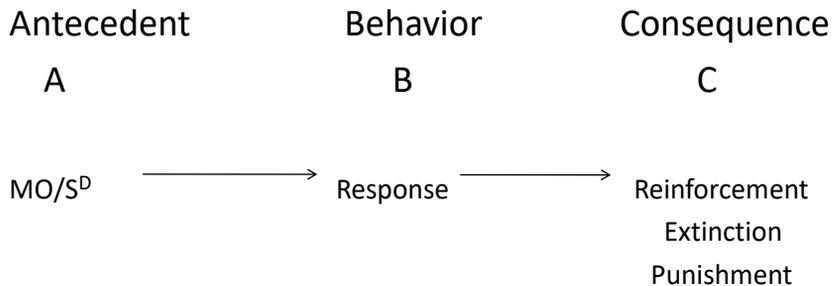
## Behavior Analysis

- Antecedent: before behavior
  - Stimulus control
  - Motivation (MO)
- Behavior
  - Response form (all kinds of behavior)
- Consequence: immediately following behavior
  - Reinforcement: increases behavior
  - Extinction: weakens behavior
  - Punishment: decreases behavior

166

# Behavior Analysis

- Behavior is analyzed through the three-term contingency.

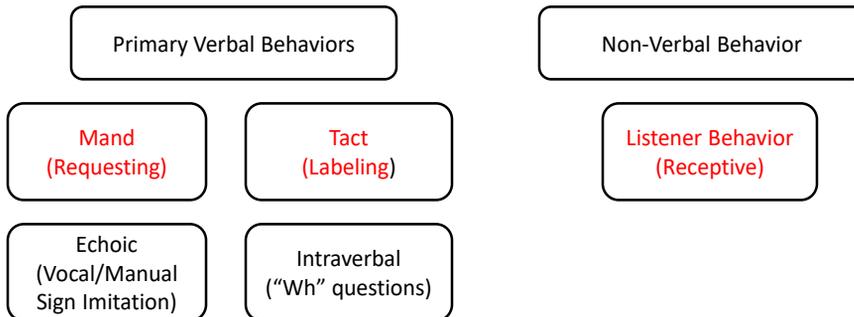


167

- Therefore as behavior, verbal behavior is best analyzed and explained by considering the environmental stimuli that precede it, or its antecedents, and stimuli that follow it, or its consequences.
- In a behavioral analysis of language, a word is not defined by its form rather a word is defined by its **function** or controlling variables.
- Language is classified into functional categories which are referred to as verbal operants.

168

# Behavioral Classification of Language



[VB Quiz](#)

169

## NONVERBAL BEHAVIOR

Want Water -----walk to the refrigerator-----Get Water

## VERBAL BEHAVIOR

Want Water-----say water-----Person Delivers Water  
sign Water  
point to water  
whine  
exchange a picture  
kick someone  
scream  
write water

Saying Water is Behavior- Movement of Muscles of the Vocal Apparatus that Produces Acoustic Stimulus.

170

## Skinner's (Nature's) Verbal Behavior Categories

### Verbal Responses

- Mand (Requesting) : Asking for reinforcers that you want. Saying "candy" because you want candy. (Birth to 12 months-non-vocal mands in the form of crying; pointing, 12 months first word, then 2 words (noun & verb) at 24 months; mand for information at @ 36 months)
- Tact (Labeling): Naming or identifying objects, actions, events, etc. Saying "candy" because you see candy. (12 months- 1 word; 24 months- 2 word (noun & verb) at 24 months; 36 months- at least 500 words)
- Echoic (Vocal Imitation): Repeating what is heard. Saying "candy" after someone else says "candy". (Birth -6 months universal sounds; 6 months-12 months- sounds heard during daily activities; 12 months- echo some phonemes and phoneme combinations & word approximations)
- Intraverbal ("wh" Questions") : Answering questions or having conversations where your words are controlled by other words. Saying "candy" when someone else says "What do you like to eat?" (30 months- 1 word responses; complexity & length of utterances increase over time; full sentences by 48 months)

### Non-Verbal

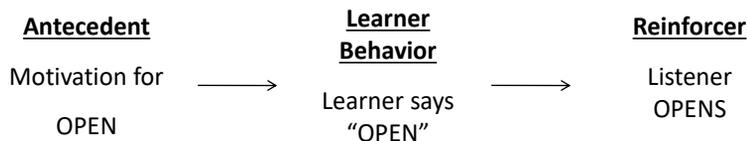
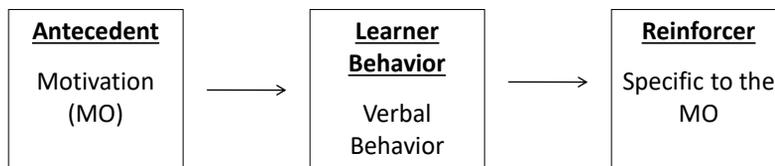
#### Listener Responses

- Listener Behavior (Receptive): Motor responses to what someone says.

171

# MAND

**Mand** (requesting): Asking for reinforcers that you want. Saying "candy" because you want candy.

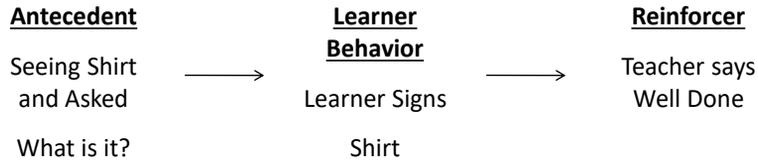
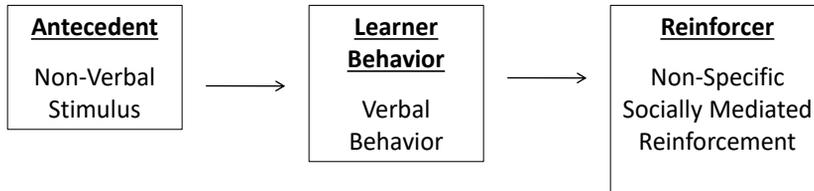


[Llama and Coffee](#)

172

# TACT

**Tact** (labeling): Naming or identifying objects, actions, events, properties, etc.  
Saying “candy” because you see candy.



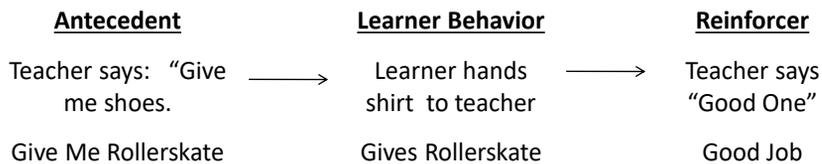
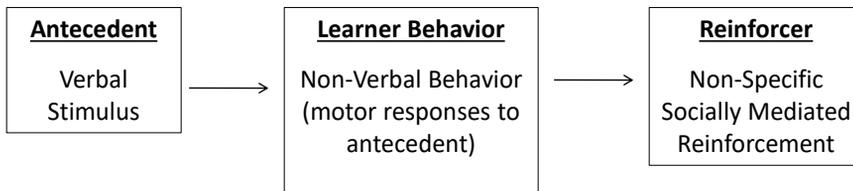
[Kellen Learning Tacts](#)  
[Tacting Shirt](#)

173

# LISTENER BEHAVIOR

(Non-Verbal Behavior)

**Listener Behavior** (receptive): Following instructions or motor responses to what someone else says. Handing someone candy after another person says “Give me some candy.”



[Listener Responding – Shirt](#)  
[Relocating Rollerskates](#)

174

# TEACHING VERBAL BEHAVIOR AND OTHER SKILLS

175

## **Teaching the skills**

**CONTEXT IS EVERYTHING!!!!**

176

# MANDING

177

Research in Developmental Disabilities 33 (2012) 1658–1669



Contents lists available at SciVerse ScienceDirect

Research in Developmental Disabilities



## Speech-generating devices versus manual signing for children with developmental disabilities

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### ABSTRACT

We compared speed of acquisition and preference for using a speech-generating device (SGD) versus manual signing (MS) as augmentative and alternative communication (AAC) options. Four children with developmental disabilities (DD), aged 5–10 years, were taught to request preferred objects using an iPod<sup>®</sup>-based SGD and MS. Intervention was introduced in a multiple-probe across participants design and SGD and MS conditions were compared in an alternating treatments design. A systematic choice-making paradigm was implemented to determine if the children showed a preference for using SGD or MS. All participants showed increased use of SGD when intervention was introduced, but only three learned under the MS condition. Three participants exhibited a preference for the SGD while the remaining participant demonstrated a preference for using MS. Results support previous studies showing that individuals with DD often show a preference for different AAC options and extend previous data by suggesting that acquisition and maintenance was better for the preferred option.

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178



## A further comparison of manual signing, picture exchange, and speech-generating devices as communication modes for children with autism spectrum disorders

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 Speech-generating devices

### ABSTRACT

We compared acquisition of, and preference for, manual signing (MS), picture exchange (PE), and speech-generating devices (SGDs) in four children with autism spectrum disorders (ASD). Intervention was introduced across participants in a non-concurrent multiple-baseline design and acquisition of the three communication modes was compared in an alternating treatments design. Children's preference for using MS, PE or the SGD was also assessed. With intervention, all four participants learned to make specific requests using at least one of the three communication modes. The children also showed a preference for one mode. These results extend previous studies by demonstrating (in four new children with ASD) differential acquisition of, and idiosyncratic preferences for, three commonly used alternative communication modes. The present results further suggest faster acquisition and better maintenance with the preferred mode. We conclude that children's preferences for MS, PE, and SGDs should be considered when designing and implementing augmentative and alternative communication interventions.

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### PREFERENCE

179

#### 2.9.4. AAC preference assessments

These assessments were undertaken to determine if participants would show a preference for using one of the two AAC options. These assessments occurred after every eighth session (i.e., after four MS and four SGD sessions) on average. This number varied slightly because these assessments had to occur before the first session for the day to prevent sequence effects (selecting the AAC option that was taught last; Sigafoos et al., 2005), as well as to ensure that at least two such preference assessments were undertaken during intervention for each participant.

During a preference assessment, the trainer presented the MS option on one side of the table and the SGD option on the other side of the table (alternated across sessions to control for choice being made dependent on location of the AAC option). The trainer asked the participant: *Which communication option would you like to use? Sign language on this side (while pointing), or the SGD on this side (while pointing)?* The trainer initiated one requesting opportunity with the chosen AAC option before reverting back to initiating requesting opportunities with the AAC device that was being used for that session. Choice for an AAC option was defined as physically pointing to, touching, or picking up the selected communication option. If the child did not choose an option within 10 s, the device preference assessment was terminated and training continued with the AAC option that was scheduled for use in that session.

180



Contents lists available at ScienceDirect

Research in Developmental Disabilities



Review article

Comparing communication systems for individuals with developmental disabilities: A review of single-case research studies



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 Autism spectrum disorder  
 Comparisons  
 Review  
 Single-case design

ABSTRACT

Studies that have compared different communication systems for individuals with developmental disabilities were systematically reviewed in an effort to provide information useful for clinical decision making and directions for future research. Specifically, 28 studies that compared (a) non-electronic picture systems to speech generating devices, (b) aided AAC (e.g. picture exchange systems and SGDs) to unaided AAC systems (manual sign), or (c) AAC to speech-language interventions were included in this review. Dependent variables forming the basis for comparison included: (a) effectiveness (e.g. acquisition of systems and/or rate of use), (b) efficiency or rate of skill acquisition (c) participants' preference for systems, (d) occurrence of vocalizations and problem behavior, and (e) generalization across communication partners, settings, and time (i.e. maintenance). Results suggest that clear and consistent differences between communication systems are rare, precluding definitive statements regarding a universal best approach for all people with developmental disabilities. Instead, findings of this review support the consideration of an individual's existing skills, goals and preferences as part of the process of selecting an approach to communication.

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Contents lists available at ScienceDirect

Research in Developmental Disabilities



Review article

Comparisons of intervention components within augmentative and alternative communication systems for individuals with developmental disabilities: A review of the literature



Cindy Gevarter<sup>a,\*</sup>, Mark F. O'Reilly<sup>a</sup>, Laura Rojas<sup>a</sup>, Nicolette Sammarco<sup>a</sup>, Russell Lang<sup>b</sup>, Giulio E. Lancioni<sup>c</sup>, Jeff Sigafoos<sup>d</sup>

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 Intervention

ABSTRACT

Decisions regarding augmentative and alternative communication (AAC) for individuals with developmental disabilities (e.g. what AAC to use and how to teach a person to use a specific AAC modality) should involve consideration of different intervention component options. In an effort to elucidate such decisions and options, this review synthesized 14 studies, published between 2004 and 2012, comparing different AAC intervention components including different symbol sets, instructional strategies, or speech output within aided AAC systems, and different verbal operants within unaided AAC. Evidence supported the following: (a) different instructional strategies such as building motivation, using errorless learning, or adding video models to picture exchange interventions may improve the acquisition or rate of acquisition of picture exchange mands, (b) limited data supports training mimetic (imitated) or mand signs over tacts and (c) differences in symbol sets and speech output levels appeared to have little effect on AAC-based mand acquisition, but listener-based differences should be considered. These findings have implications for future research and clinical practice.

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## Research Support for Teaching Manual Sign Language

- I have highlighted some additional support for the use of Manual Sign Language with children with autism because of the strong bias against this form of alternative communication in the practitioner ranks.
- First of all, There is sufficient empirical support to conclude that sign language along with PECS and SGDs can be effective forms of alternative communication. (Gevarter, et al. 2013)
- There are several reports that conclude that the use of manual sign manding will produce a functional communication repertoire. (see Millar, Light, & Schlosser, 2006, Schlosser & Wendt, 2008a).
- Schlosser and Wendt (2008a) in their review chapter write:  
The available body of research on manual sign and gestures for children with autism reveals strong intervention effectiveness scores for symbol acquisition and production, as well as related outcomes such as speech comprehension and speech production. **These results suggest that the use of manual signing gestures is a very effective communication option for children with autism. (p.370).**

183

Research in Developmental Disabilities 34 (2013) 4415–4432



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Contents lists available at ScienceDirect

Research in Developmental Disabilities



Review article

Comparing communication systems for individuals with developmental disabilities: A review of single-case research studies



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In the 2013 review of the literature, Gevarter, et al. found there were a total of 33 participant's responding across 10 studies. SGDs, PECS and MANUAL SIGN LANGUAGE were all effective. In support of manual sign they found that **"... the use of manual sign is likely to be an effective and viable AAC system for many individuals with developmental disabilities"** ( p.4428)

[Kellen](#)

184

## CONSIDERATIONS IN CHOOSING ALTERNATIVE METHOD OF VERBAL BEHAVIOR

### “The Big 5” (Esch, 2010)

- Fast
- Easy
- Cheap
- Effective
- Always accessible

185

## Requests and Related Listener Responses (R)

- Examples of Requests:
  - **Must Have:**
    - R7 – can the learner request a variety of items they want or need
    - R16 – accepts “no” after making a request and item is not available
  - **Should Have:**
    - R23 – makes requests for highly preferred food, drinks, non-food items, activities that cannot be made either frequently or immediately available
  - **Good-to-have:**
    - R50 – makes a generalized request for acknowledgment (attention – “Hi”, “Ms”, “Excuse me”)
    - R73 – makes requests that require 2 words, signs or pictures
  - **Nice-to-have:**
    - R80 – makes requests that require 3 key words or signs along with carrier phrases (“I want...”, “Can I have...”) and connecting words (“on”, “behind”, “in”)

186

# Teaching Requesting Makes Requests

- R7: Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available.
  - Step 1 → Determine the learners method of speaking
  - Step 2 → Identify food items, drinks, non-food items, or activities that the learner demonstrates strong motivation.
    - If a learner does not readily indicate their interests, start with the Must-have: Indicators of interest section (Essential for Living, pg. 115-119).
  - Step 3 → Use prompt and prompt fading procedures to errorlessly teach the learner to request for the items/activities/actions they are motivated for.
  - Step 4 → Record data during teaching and summarize and graph the data to monitor the learner's progress.

187

Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R) 7

**A Detailed Account of the Learner's Assessments and Subsequent Progress on the Essential Eight Skills**

Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R)

Must-have and Should-have Indications of Interest *Chapter 7*

R1-5. Interests of the learner... as determined by instructors, parents, and care providers, and... as indicated by the learner

*P114* **ESSENTIAL FOR LIVING**  
Favorite Items and Activities Data Recording Form

Interests of the learner as indicated in an interview by persons who know the learner well...	Interests of the learner as indicated by learner...				
NA R1: Items and activities are ranked from most favorite to least favorite  All items and activities on this list go to R2 or R4	NA R2: when items or activities are made available one at a time  All items and activities on the list or interests that are indicated go to R3	NA R3: when items or activities are given one at a time  When interest is indicated in four or more items or activities go to R4	NA R4: when items or activities are presented one at a time  When interest is indicated in four or more items or activities go to R5 or R7	NA R5: when items or activities are presented two or more at a time  All interests that are indicated go to R7	
1-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Items carried around by the learner or specific, repetitive behaviors the learner exhibits frequently:					
1-					
2-					

188

NA [ this skill is not appropriate or necessary for this learner ]  
 O [ the learner indicates interest in an item or activity ] / [ the learner does not indicate interest in an item or activity ]  
 ✓ [ the learner indicates interest in an item or activity four or five times ]

8 Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R)

Must-have Requests and Related Listener Responses

NA R6. Exhibits a reliable motor movement that permits a learner to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

IA IM 1 2 5 10 Def

When directed to do so by either of two people, on \_\_\_\_\_ consecutive occasions, learners exhibit a specific motor movement that will permit them to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

1 on one occasion

2 on two consecutive occasions

5 on five consecutive occasions

10 on ten consecutive occasions

Def [ this motor movement is no longer occurring consistently ]

NA R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available

	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

When motivating events occur, learners request specific items or activities on three consecutive occasions...

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

-SA without self-injurious, aggressive, or destructive behavior

-DC without disruptive behavior or complaints

-RP without resistance to prompts and without elopement (i.e., without leaving the area)

FP with a full physical, full demonstration, or full echolic prompt

PP with a partial physical, partial demonstration, or partial echolic prompt

MP with a minimal touch, minimal gestural, or minimal echolic prompt

Ind without prompts, without scrolling, and within two seconds

2S in two or more settings

2P in the presence of either of two people

<M when motivating events have occurred, but are weak when the learner does not have sensory contact with the requested item or activity

NI (does not apply to some requests)

Def [ these requests are no longer occurring consistently ]

NA R8. Requests the opportunity to entertain themselves or to reduce anxiety by making stereotypic movements with highly preferred items or engaging in highly preferred stereotypic activities

	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Def
1 (preferred item)														
2 (preferred activity)														

189

Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R) 9

NA R9. Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time

	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Def
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

When directed to do so, learners wait for requests to be honored, without exhibiting problem behavior, without resisting or requiring prompts, without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, when strong motivating events occur, in the presence of either of two persons, and continue making other required responses on three consecutive occasions...

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

1s for 1 second

2s for 2 seconds

5s for 5 seconds

10s for 10 seconds

20s for 20 seconds

1m for 1 minute

2m for 2 minutes

5m for 5 minutes

10m for 10 minutes

20m for 20 minutes

Def [ 'waiting' is no longer occurring consistently ]

NA R10. Accepts the removal of access to 10 items or activities from R7 and R8 by a person in authority

	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

When directed to do so, learners relinquish access and accept the removal of preferred items or activities by persons in authority by continuing to make other required responses on three consecutive occasions...

NA [ this skill is not appropriate or necessary for this learner ]

IA [ the initial assessment of this skill has been completed ]

IM [ instruction or management has begun ]

-SA without self-injurious, aggressive, or destructive behavior

-DC without disruptive behavior or complaints

-RP without resistance to prompts and without elopement (i.e., without leaving the area)

190

10 Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R)

R10. (cont.)

- FP with a full physical or full demonstration prompt
- PP with a partial physical or partial demonstration prompt
- MP with a minimal touch or minimal gestural prompt
- Ind without prompts and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two persons in authority
- >M when strong motivating events have occurred
- Def [ this skill is no longer occurring consistently ]

NA R11. Completes 10 consecutive, brief, previously acquired tasks

IA	IM	1	2	5	10	Def
----	----	---	---	---	----	-----

When directed to do so by either of two people, and when strong motivating events occur, learners complete \_\_\_ consecutive, brief, previously acquired tasks between opportunities to make requests without problem behavior and without complaints on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]

- 1 one brief task
- 2 two consecutive, brief tasks
- 5 five, consecutive, brief tasks
- 10 ten, consecutive, brief tasks

Def [ these tasks are no longer being completed consistently ]

NA R12. Shares or takes turns obtaining access to each of the items and activities in R7 and R8 with an instructor, care provider, parent, or peer

	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
6	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
7	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
8	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
9	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
10	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

When directed to do so, learners share and take turns (or make transitions) on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]

- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without elopement (i.e., without leaving the area)
- FP with a full physical or full demonstration prompt
- PP with a partial physical or partial demonstration prompt
- MP with a minimal touch or minimal gestural prompt
- Ind without prompts and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two people
- >M when strong motivating events have occurred
- Def [ sharing and taking turns, or making transitions is no longer occurring consistently ]

191

Must-have Indications of Interest, Requests, and Related Listener Responses.... Part of Domain 1 (R) 11

NA R13. Makes transitions from preferred items and activities to required tasks

	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
1	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
2	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
3	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
4	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
5	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
6	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
7	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
8	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
9	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def
10	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	>M	Def

performance levels: same as R12

NA R14. Makes a generalized request for the removal or reduction in intensity of 1-4 situations

IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	Def
----	----	-----	-----	-----	----	----	----	-----	----	----	----	-----

When 1 of 4 unpleasant situations occurs, learners request the removal or reduction in intensity of that situation on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]

- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without elopement (i.e., without leaving the area)
- FP with a full physical, full demonstration, or full echolic prompt
- PP with a partial physical, partial demonstration, or partial echolic prompt
- MP with a minimal touch, minimal gestural, or minimal echolic prompt
- Ind without prompts, without scrolling, and within two seconds

- 2S in two or more settings
- 2P in the presence of either of two people
- <M when motivating events have occurred, but are weak
- Def [ these requests are no longer occurring consistently ]

NA R15. 'Accepts no' after making requests for items and activities that were taught and are often honored (R7, R8, and R14)

	IA	IM	-SA	-DC	2S	2P	>M	Def
1	IA	IM	-SA	-DC	2S	2P	>M	Def
2	IA	IM	-SA	-DC	2S	2P	>M	Def
3	IA	IM	-SA	-DC	2S	2P	>M	Def
4	IA	IM	-SA	-DC	2S	2P	>M	Def
5	IA	IM	-SA	-DC	2S	2P	>M	Def
6	IA	IM	-SA	-DC	2S	2P	>M	Def
7	IA	IM	-SA	-DC	2S	2P	>M	Def
8	IA	IM	-SA	-DC	2S	2P	>M	Def
9	IA	IM	-SA	-DC	2S	2P	>M	Def
10	IA	IM	-SA	-DC	2S	2P	>M	Def

192



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## EFFECTS OF PRESESSION PAIRING ON THE CHALLENGING BEHAVIOR AND ACADEMIC RESPONDING OF CHILDREN WITH AUTISM

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Pre-session pairing is an antecedent-based procedure in which an instructor engages with preferred items with a child for a few minutes before an instructional session. Although this procedure has been described in manualized treatment guidelines for working with children with autism, there are currently no direct investigations of whether this manipulation has a beneficial impact on target responding or the child's social interactions. Functional analyses with three children with autism showed escape or attention and escape as reinforcers for their challenging behavior. Preference assessments identified highly and moderately preferred stimuli. In the context of a multiple baseline across participants design, the participants exhibited fewer challenging behaviors when instructional sessions were preceded by pre-session pairing than when they were not. Academic responding showed modest increases. Subsequently, in the presence of pre-session pairing with a novel task, the participants emitted no challenging behavior and similar or higher levels of accurate academic responding. One participant was available for a maintenance session without pre-session pairing 5 months later and showed near-zero levels of challenging behavior and comparable levels of accurate academic responding. The implications of the findings and future directions are discussed. Copyright © 2015 John Wiley & Sons, Ltd.

195

## Why is the Mand Important?

- Development of a strong manding repertoire may be essential for the development of all other types of verbal behavior.
- Manding teaches a persons that verbal behavior is valuable; other repertoires teach what to say once the learner "wants to talk."
- By teaching a mand repertoire you may replace some problem behavior.
- It is unlikely that you will be able to develop a verbal behavior repertoire in an early learner by just requiring the person to label items (tact) or talk about things (intraverbal).

196

## Prompting and Prompt Fading Procedures

- Prompts
  - Something done to increase the likelihood that a person will emit the correct behavior at the correct time; can be response or stimulus.
- Response prompts
  - Vocal prompts (least intrusive): Vocal verbal behavior of another person results in the correct response in the presence of the  $S^D$ .
  - Gestural prompts (moderately low): Any movement or gesture of another person that leads to the correct response in the presence of the  $S^D$ .
  - Modeling prompts (moderately high): Any demonstration of correct behavior by another person that makes it more likely the correct behavior will occur at the right time. A person observes the model and imitates the modeled behavior to make the correct response in the presence of the  $S^D$ .
  - Physical prompts (most intrusive): A person physically assists another person to engage in the correct behavior at the right time.
- Stimulus Prompts
  - With-in stimulus prompts: A type of stimulus prompt in which some aspect of the  $S^D$  or  $S^A$  is changed to help a person make a correct discrimination.
  - Extra stimulus prompts: A type of stimulus prompt in which a stimulus is added to help a person make a correct discrimination.
- Fading Prompts
  - The gradual removal of prompts as the behavior continues to occur in the presence of the  $S^D$  with the goal of transferring stimulus control to the naturally occurring  $S^D$ .

197

Table 1.  
Requests

The learner wants or needs a specific item, activity, or person  
[MO]



The learner says words, forms signs, selects pictures, or selects, types or writes words [R]



The learner gains access to what or whom he wants [ $S^R$ ]

An instructor places a cookie in front of a learner two hours after the last meal and the learner reaches for the cookie

The learner says or signs 'cookie'  
The learner says or signs 'cracker'

The instructor provides access to the cookie  
The instructor prompts the learner to say or sign 'cookie' before providing access to the cookie

A mother sits in her adult child's favorite chair and the adult child points to the chair

The adult child selects a picture of a chair or selects, types, or prints the word 'chair'  
The adult child selects a picture of a 'bed' or selects, types, or prints the word 'bed'

The mother provides access to the chair  
The mother prompts her adult child to select a picture of a 'chair' or to select, type, or print the word 'chair' before providing access to the chair

MO: a motivating operation has occurred  
R: the learner exhibits a mand  
 $S^R$ : learner gains access to a reinforcer

198

## Teaching Procedures for Mand Training

### VOCAL MANDING

#### Echoic to Mand Transfer

Establish MO-----Vocal Prompt-----Mand-----Reinforce

Item Prompt

Fade Vocal Prompt

Fade Item

MO-----MAND-----Reinforce

### MANUAL SIGN MANDING & PICTURE SELECTION MANDING

Establish MO-----Vocal Prompt-----Mand-----Reinforce

Item Prompt

Physical Prompt

Model Prompt

Fade All Prompts

MO-----MAND-----Reinforce R

199

## Teaching Procedure

- Capture and contrive the MO for a variety of items and activities from many different motivational categories (food, games, physical activities, etc.).
- When the learner declares motivation for an item or activity but does not say the name of the item, vocally prompt by saying the name of the item.
- If the learner echoes the vocal prompt, deliver the desired item immediately.
- If the learner does not echo the vocal prompt, repeat the prompt up to two (2) additional times. If at any point following the additional echoic prompts the learner echoes, deliver the reinforcer.
- If the learner does not echo after the third vocal prompt, deliver a small quantity of the reinforcer while saying the name of the item again.

200

## Example of Vocal Prompting

**Learner:** Reaches for cookie

**Teacher:** Withholds the cookie and says, “Cookie”

**Learner:** “Cookie”

**Teacher:** Delivers cookie

201

## Fading Vocal Prompts

- Once the learner is reliably echoing the vocal prompt, begin to fade the vocal prompt using stimulus control transfer procedures.
- Once the learner has echoed the vocal prompt, before delivering the reinforcer, pause for up to three (3) seconds and wait for the learner to say the item name again. This is a transfer trial.
- If learner mands during this transfer trial deliver the reinforcer immediately.
- If the learner does not mand during this transfer trial, provide a vocal prompt again and deliver the reinforcer after the learner echoes but only deliver a small quantity of the reinforcer.

202

## Example of Fading Vocal Prompts

**Learner:** Reaches for the cookie

**Teacher:** Withholds cookie and says, “Cookie”

**Learner:** “Cookie”

**Teacher:** Withholds cookie and pauses for three (3) seconds

**Learner:** “Cookie”

**Teacher:** Delivers cookie.

203

## Fading Vocal Prompts

- Once the learner is consistently saying the name of the item on the transfer trial, completely fade the vocal prompt.
- When the child declares the motivation for an item or activity, wait two (2) to three (3) seconds for the learner to mand.
- If the child mands during delay deliver the reinforcer immediately.
- If the learner does not mand during the time delay provide a vocal prompt and repeat the stimulus control transfer procedures described above.

204

## Example of Fading Vocal Prompt

**Learner:** Reaches for the cookie

**Teacher:** Withhold cookies and pauses for three (3) seconds

**Learner:** “Cookie”

**Teacher:** Delivers cookie.

205

## VIDEOS

Videos of Teaching Manding-

[PETER- PROMPT FADE PROCEDURES](#)

[PETER- NET MANDS](#)

[DAVID- TEACHING MAND](#)

[JIMMY- MANDING](#)

[Juma- Pineapple](#)

[Robert with Gina Manding](#)

[VOCAL MANDS SAUD](#)

[NICK- ipad](#)

[DANNY- ipad](#)

[Elinor Lite Writer](#)

[MATT G- LITE WRITER](#)

[JL CASE STUDY](#)

206

*INCREASING THE VOCAL RESPONSES OF CHILDREN  
WITH AUTISM AND DEVELOPMENTAL DISABILITIES USING  
MANUAL SIGN MAND TRAINING AND PROMPT DELAY*

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The purpose of this study was to determine the effect of manual sign mand training combined with prompt delay and vocal prompting on the production of vocal responses in nonvocal children with developmental disabilities. A multiple baseline design across participants verified the effectiveness of this intervention. All participants showed increases in vocal responses following the implementation of the independent variables.

*Key words:* autism, mand, manual sign language, prompt delay, vocal responding

[PETER- VOCAL PRODUCTION MAND](#)

207

## Data Collection & Graphing for Requests (Mands)

208

# Probe Data Collection

## R7: Makes requests

- Collect cold probe data for specific mand targets.
- Set a specific mastery criteria for each target (e.g., 5 consecutive days at independent (I) and 1 day with an independent mand across two different settings with two different people).
- Write the name of the targets and the date introduced on the skills tracking sheet.
- On the first mand trial of the day, cold probe, record if the learner engaged in problem behavior or the most intrusive prompt level necessary for the student to emit the mand (PB=Problem Behavior, FPP= Full Physical Prompt, PPP= Partial Physical Prompt, VP= Vocal Prompt, I= Independent) on the probe sheet.
- When the learner meets the independent mastery criteria highlight the 5 days in yellow on the probe sheet. Right the mastery date on the skills tracking sheet.
- Then run the generalization probe (make sure the learner emits the mand across 2 different settings with at least two different people). If the learner meets criteria for the generalization probe, highlight the date in pink. Write the generalization mastery date on the skills tracking sheet.

209

# Sample Probe Data Sheet

## R7: Makes requests

PROBE DATA SHEET

Learner: Samuel Domain/skill: R7: Makes requests for preferred items Date Collection Period: 10/14/16 to 10/26/16  
 Criteria to Master Target: 5 consecutive days of independent (I) plus one day with 2 or more people in 2 or more settings

Data collection directions: Record the prompt level needed for the learner to complete the skill on the first probe of the day (cold probe).

Target	Date																		
Cracker	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31	
	VP FPP FPP PB																		
Intro Date:	10/14/16																		

Target	Date																	
iPad	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
	VP FPP FPP PB																	
Intro Date:	10/14/16																	

Target	Date																	
Jungo (chocolate)	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22	10/23	10/24	10/25	10/26	10/27	10/28	10/29	10/30	10/31
	VP FPP FPP PB																	
Intro Date:	10/14/16																	

Legend: 2P/2S = skill is generalized to 2 different settings or 2 different instructors, I = skill is performed independently, VP = skill was performed with verbal prompts, FPP = skill was performed with partial physical prompts, FPP = skills was performed with full physical prompts, PB = person engaged in problem behavior

210



# Monitoring Progress-Essential for Living

## R7: Makes requests

R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available															
1	Cracker	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
2	Chip	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
3	Cookie	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
4	Juice	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
5	Music	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
6	Movie	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
7	iPad	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
8	Jump (trampoline)	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
9	Bike	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
10	Swing	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without leaving the area
- FP with a full physical, full demonstration, or full echolic prompt
- PP with a partial physical, partial demonstration, or partial echolic prompt
- MP with a minimal touch, minimal gestural, or minimal echolic prompt
- Ind without prompts, without scrolling, and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two people
- <M when motivating events have occurred, but are weak
- NI when the learner does not have sensory contact with the requested item or activity (does not apply to some requests)
- Del [ requests are no longer occurring consistently ]

[Second Monitoring Sheet](#)

213

Domain  
R

### Must-have Requests and Related Listener Responses

NA R6. Exhibits a reliable motor movement that permits a learner to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters

IA IM 1 2 5 10 Del

When directed to do so by either of two people, on \_\_\_\_\_ consecutive occasions, learners exhibit a specific motor movement that will permit them to use an alternative method of speaking which includes selecting photographs, pic-symbols, printed words, or letters.

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- 1 on one occasion
- 2 on two consecutive occasions
- 5 on five consecutive occasions
- 10 on ten consecutive occasions
- Del [ this motor movement is no longer occurring consistently ]

R7. Makes requests for highly preferred snack foods, drinks, non-food items, or activities that can be made frequently and immediately available															
1	Blue	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
2	Stick	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
3	Spoon	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
4	Spinal	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
5	Id	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
6	Tissue	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
7	Two or light	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
8	Close door	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
9	Accupack	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
10	Toiletpaper	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- NA [ this skill is not appropriate or necessary for this learner ]
- IA [ the initial assessment of this skill has been completed ]
- IM [ instruction or management has begun ]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without elopement (i.e., without leaving the area)
- FP with a full physical, full demonstration, or full echolic prompt
- PP with a partial physical, partial demonstration, or partial echolic prompt
- MP with a minimal touch, minimal gestural, or minimal echolic prompt
- Ind without prompts, without scrolling, and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two people
- <M when motivating events have occurred, but are weak
- NI when the learner does not have sensory contact with the requested item or activity (does not apply to some requests)
- Del [ requests are no longer occurring consistently ]

214

## Recording Mand Data

- Use the **Trial by Trial Sign Mand Data Sheet** to record mands throughout the session.
- On this data sheet, record the following:
  - Reinforcing item
  - Prompt level necessary to evoke the response
  - Vocal responses the learner emitted.
- Use the following definitions of prompted and spontaneous mands:
  - Prompted: any mand that is emitted following another person's, physical, gestural, or vocal prompts, and mands which are controlled by the presence of the desired item
  - Spontaneous: mands which occur solely under the control of the motivation and a listener

215

## TRIAL-BY-TRIAL RECORDING OF MANDS

VOCAL MANDING

Learner: Joe Date: 2/9 Session Time: 3pm Instructor: Maggie/home

Reinforcer	Prompt Level	What Was Said During Mand	Reinforcer	Prompt Level	What Was Said During Mand
cookie	V (ITEM MO)	cookie		V (ITEM MO)	
cookie	V (ITEM MO)	cookie		V (ITEM MO)	
t.v.	V (ITEM MO)	t.v.		V (ITEM MO)	
dora	V (ITEM MO)	dora		V (ITEM MO)	
play	V (ITEM MO)	play		V (ITEM MO)	
rewind	V (ITEM MO)	rewind		V (ITEM MO)	
play	V (ITEM MO)	play		V (ITEM MO)	
juice	V (ITEM MO)	juice		V (ITEM MO)	
cookie	V (ITEM MO)	cookie		V (ITEM MO)	
jump	V (ITEM MO)	jump		V (ITEM MO)	
bubbles	V (ITEM MO)	bubbles		V (ITEM MO)	
	V (ITEM MO)			V (ITEM MO)	
jump	V (ITEM MO)	jump		V (ITEM MO)	
spin	V (ITEM MO)	spin		V (ITEM MO)	
sing	V (ITEM MO)	sing		V (ITEM MO)	
pick me up	V (ITEM MO)	pick me up		V (ITEM MO)	
down	V (ITEM MO)	down		V (ITEM MO)	
jump	V (ITEM MO)	jump		V (ITEM MO)	
hold hands	V (ITEM MO)	hold hands		V (ITEM MO)	
dance	V (ITEM MO)	dance		V (ITEM MO)	
bubbles	V (ITEM MO)	bubbles		V (ITEM MO)	
	V (ITEM MO)			V (ITEM MO)	
	V (ITEM MO)			V (ITEM MO)	
	V (ITEM MO)			V (ITEM MO)	

- V**= vocal prompt
- ITEM**= desired item is present
- MO**= motivation (no item present)

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[Sign Data sheet and Transcription](#)

216

## MAND DATA SUMMARY SHEET

- Summarize the mand data from the Trial by Trial data sheet on the **Mand Data Summary Sheet.**
- Record total number of prompted and spontaneous mands on Mand Data Sheet and convert to rate

# of prompted mands = rate of prompted mands  
time spent manding

# of spontaneous mands = rate of spontaneous mands  
time spent manding

# of spontaneous + # of prompted mands = rate of total  
mands  
time spent manding

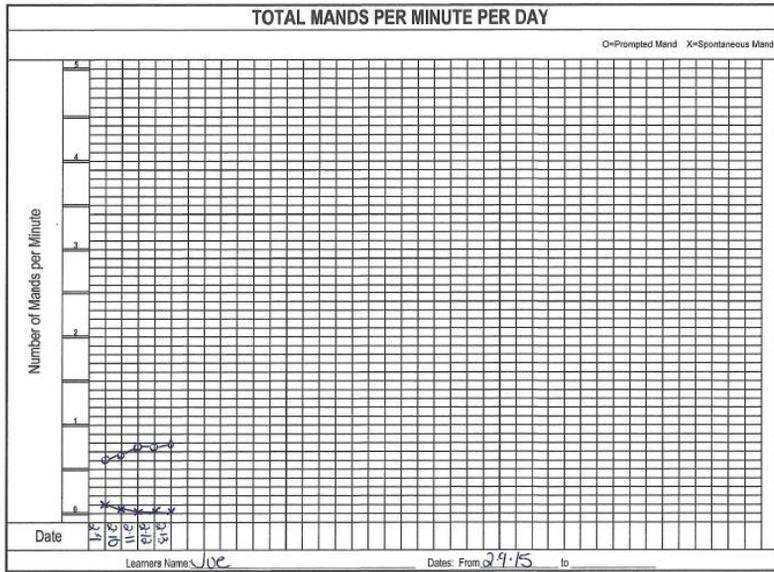
217

MAND DATA SHEET									
Learner's Name: <u>Joe</u>									
Date	Teacher	Setting	Time Spent Manding	# of Mands SP/Prompted			Mands Per Minute		
				Total	PR	SP	Total	PR	SP
2/9	MH	NET/ITT	30min	21	18	3	.70	.60	.10
2/10	MH	NET/ITT	60min	45	41	4	.75	.68	.07
2/11	EK	NET/ITT	40min	32	30	2	.80	.75	.05
2/12	MH	NET/ITT	60min	47	44	3	.78	.73	.05
2/13	EK	NET/ITT	100min	81	77	4	.81	.77	.04

218

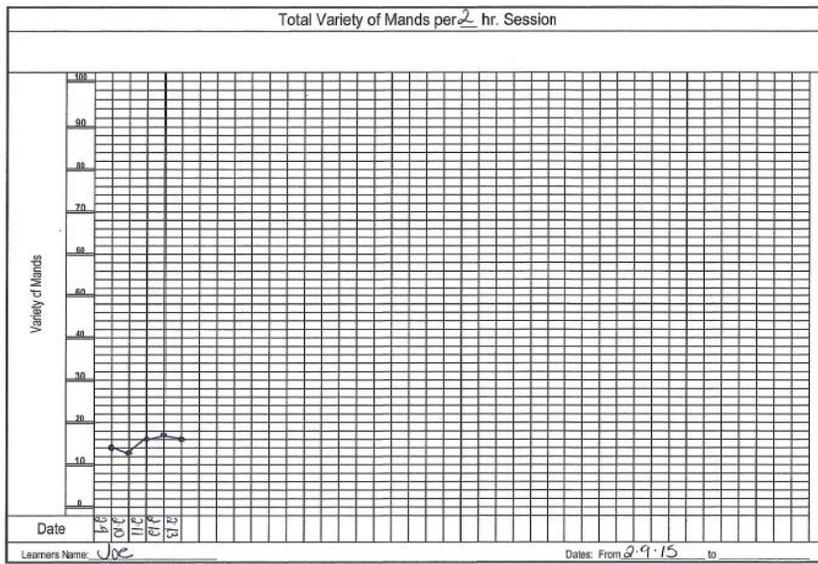
## GRAPHING

- Graph as a rate per day for both prompted and spontaneous



219

## Graphing: Variety of Mandts



220

## Requests the Removal of Unpleasant Situations (R14)

- Individual learns an alternative mand to remove unpleasant situations

PETER-FCT MAND

221

Teaching Tacting and Listener Behavior

222

## DEVELOPMENTAL - FUNCTIONAL APPROACH

- In a developmental approach the previous method of teaching persons with developmental disabilities (DTI) has been demonstrated to be quite effective.
- For persons with moderate to severe disabilities this approach may lead to the acquisition of some skills but they will not be relevant to their daily life or support greater independence.
- Consequently, teaching the relevant skills in the CONTEXT in which the verbal and non-verbal skills occur is the preferred method.

223

## DISCRETE TRIAL INSTRUCTION

- Discrete trial instruction (DTI) has been demonstrated to be an effective method of treatment and education for persons with autism (Smith, 2001).
- The instructional method includes a teacher presenting instructional material in a precise and sequenced manner so that it evokes frequent responses to the material by the learner.
- Following each learner response the teacher presents a consequence that usually takes the form of some type of feedback that either indicates the responses are correct or incorrect.
- Correct responses usually result in a suspected form of reinforcement to strengthen the responses.

224

- Following incorrect responses the teacher provides feedback indicating an error and usually conducts an error correction procedure.
- The instructional demands could be in the form of presentation of verbal responses of the teacher (What is it? Touch your nose, etc.), nonverbal stimuli (pictures, objects to match), or some combination of both (Tell me which one you drink from ).

#### WHAT SKILLS ARE TAUGHT USING DTI ?

- DTI instruction can be used to teach almost any skill in any environment.
- In this context we are talking about teaching skills that are representative of the core deficits of persons with autism.

225

The skills taught during DTI at an instructional table usually include the following:

1. listener behavior (commands and selection)
  2. tacting (labeling)
  3. motor imitation
  4. visual performance (matching, sorting, etc )
  5. intraverbal behavior ( responding to what is said)
  6. echoic responses
- For our purposes today we are specifically discussing DTI in the context of the presentation of instructional demands by an instructor at a table during one on one instruction.

[Sylvia](#)

226

## The Role of the Reflexive-Conditioned Motivating Operation (CMO-R) During Discrete Trial Instruction of Children With Autism

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Focus on Autism and Other  
Developmental Disabilities  
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and Laura Kolberg<sup>3</sup>

### Abstract

The principle of motivation has resurfaced as an independent variable in the field of behavior analysis over the past 20 years. The increased interest is the result of refinements of the concept of the motivating operation and its application to the learning needs of persons with developmental disabilities. Notwithstanding the increased emphasis upon modification of motivating operations to reduce problem behavior, there is limited recognition of this important behavioral variable in autism treatment literature. An overview of antecedent-based instructional modifications that lead to a reduction of escape and avoidance behavior of children with autism during instruction is provided. An analysis of these instructional methods as motivating operations is proposed. A conceptually systematic analysis of the influence of instructional methods is offered as a tool for improving the selection and implementation of effective teaching procedures.

### Keywords

motivating operations, establishing operations, autism, escape and avoidance behavior, discrete trial instruction

227

## Teaching Listener Responses and Tacting

228

## Teaching Listener Responses

- Listener Responses:
  - Allows learners to do what others ask them to do
- Includes:
  - Following directions related to safety
    - “Walk with me”, “wait here”, “stop running”, “put your seatbelt on”
  - Following directions related to routine activities
    - “Put on your shoes”, “throw away the garbage”, “wash your hands”
  - Recognizing
    - “where is the flour”, “find the bowl”, “which one is the green book?”
  - Retrieving and Relocating
    - “Hand me the bowl”, “get two green glasses”, “Take Mrs. Smith to the kitchen area”

229

Table 1.  
Listener Responses

<p>An instructor, care provider, parent, supervisor, or peer directs a request toward a learner [S<sup>D</sup>]</p>		<p>The learner gestures toward, touches, or retrieves one or more items, or completes one or more activities [R]</p>		<p>The instructor provides verbal praise or a form of approval or confirmation [S<sup>R</sup>]</p>
<p>A parent says “hold my hand”</p>		<p>The learner grasps and holds the parent’s hand</p>		<p>The parents provides praise</p>
<p>A care provider says “put your shirt on”</p>		<p>The learner puts his shirt on</p>		<p>The care provider indicates approval</p>
<p>A therapist places several items on a table and says “where is the cup”</p>		<p>The learner gestures toward or touches the ‘cup’</p>		<p>The therapist confirms that the selected item is a cup</p>

230

## Teaching Names and Descriptions

- Names and Descriptions
  - Allows learners to talk about items, familiar persons, places and activities they encounter or that are occurring in the environment.
  - Examples:
    - Item: sees a spoon and says “spoon”
    - Hears a familiar voice and signs name of the person
    - Describing a feature of an item: sees a white ball and types “white ball”
    - Describing sensations: points to stomach and says “hurt”
    - Naming feelings: someone signs “mad” after spilling their beverage
  - How is this different than a request/mand?
    - Learner does NOT want the item and/or does not get the item after naming or describing it
    - Commenting

231

Table 3.  
Names and Descriptions

<p>A learner sees, hears, touches, smells, or tastes an item, activity, place, location, or a feature of the same, or a person or picture of the same, or a physical sensation or feeling [S<sup>P</sup>]</p>		<p>The learner says words, forms signs, selects pictures, or selects, types or writes words [R]</p>		<p>The instructor provides verbal praise or a form of approval or confirmation [S<sup>R</sup>]</p>
<p>A care provider points to a cup or a picture of a cup</p>		<p>A learner says the word 'cup'</p>		<p>The care provider provides praise and confirms that it is a 'cup'</p>
<p>An instructor holds a sweater in front of a learner</p>		<p>The learner selects, types, or prints the word 'sweater'</p>		<p>The instructor indicates that it is a sweater</p>
<p>A mother hands a learner with a visual impairment a 'large ball'</p>		<p>The learner says or signs 'large ball'</p>		<p>The mother provides her approval and confirms that it is a 'large ball'</p>

232

# Videos of Tacting and Listener Responding

Kellen

Juma Rollerskates

Juma Toothbrushing

Juma Clothing

Helmet

233

## PROBE DATA SHEET

Name: JUMA

Skill area: LISTENER RESPONDING

Antecedent														
Date														
Touch Rollerskate	Y N													
Touch Shoe	Y N													
Show me Tissue	Y N													
	Y N													

234

**Domain 2: Listener Responses, Names, and Descriptions (LR, LRND)**

**Must-have Listener Responses**

**Following Directions Related to Health and Safety**

**NA** LR1. Holds and maintains contact with the hand of an instructor, care provider, or parent when directed to do so

When directed to do so, learners follow a specific direction, make a specific response, and continue making that response without exhibiting problem behavior, without resisting or requiring prompts, in two or more situations, and in the presence of either of two persons on three consecutive occasions for...

NA [ This skill is not appropriate or necessary for this learner ]  
 IA [ The initial assessment of this skill has been completed ]  
 IM [ Instruction or management has begun ]  
 1s \_\_\_\_\_ seconds [ This targeted period of time is set by the instructor or care provider ]  
 2m \_\_\_\_\_ minutes [ This targeted period of time is set by the instructor or care provider ]  
 Det [ This listener response is no longer occurring consistently ]

**NA** LR2. Moves toward and stands or sits next to an instructor, care provider, or parent when directed to do so

When directed to do so, learners follow directions and complete a required activity on three consecutive occasions...

NA [ This skill is not appropriate or necessary for this learner ]  
 IA [ The initial assessment of this skill has been completed ]  
 IM [ Instruction or management has begun ]  
 -SA without self-injurious, aggressive, or destructive behavior  
 -DC without disruptive behavior or complaining  
 -RP without resistance to prompts and without elopement (i.e., without leaving the area)  
 PP with a full physical or full demonstration prompt  
 MP with a minimal touch or minimal gestural prompt  
 Ind without prompts and without hesitation  
 2S in two or more situations  
 2p in the presence of either of two people  
 Det [ This listener response is no longer occurring consistently ]

**NA** LR3. Moves toward and stands or remains in a line when directed to do so

**NA** LR4. Waits within arms length of an instructor, care provider, or parent, or waits in line when directed to do so

**NA** LR5. Stands up, sits down, folds hands, lies down, or sits up when directed to do so

performance levels: same as LR2

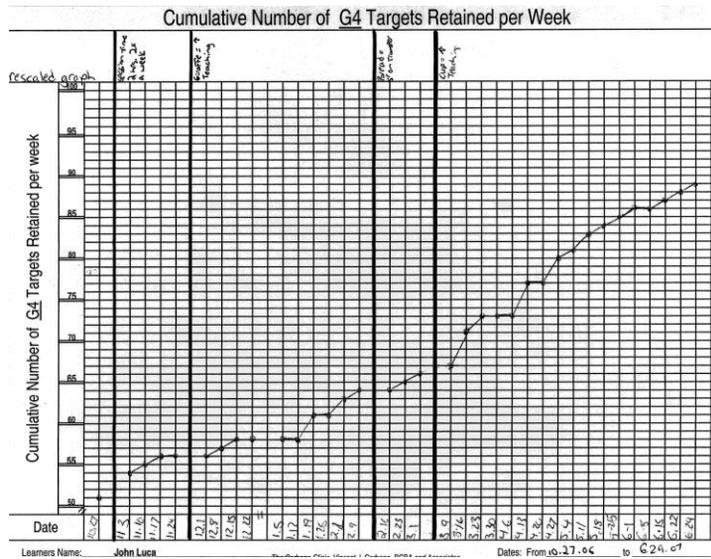
**NA** LR6. Moves from one location to another when directed to do so, while remaining next to an instructor, care provider, or parent, or while remaining in line

**PROBE DATA SHEET**

Name: JUMA

Skill area: Tacting

Antecedent																				
Date																				
Rollerskates	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Shoes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
tissue	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	



237

### : Listener Responses, Names and Descriptions (LR, LRND)

- Routine Events (Good-to-have)
  - Targeting specific requesting skills, listener responses, names and descriptions within the context of naturally occurring routines
  - Natural Environment Teaching
  - During a normally occurring routine, can the learner:
    - Mand for items they need or want?
    - Follow directions to complete part of the routine or the entire routine
    - Be able to recognize items, people, activities in the routine
    - Be able to retrieve and relocate items or people needed to complete or part of routine
    - Talk about parts of the routine (name and describe)

238

**EVENTS- MIXING OF SKILLS**  
**Listener Responses, Names and**  
**Descriptions (LR, LRND)**

- Example – Snack Routine

Target	Example
Requesting – “spoon” (preferred item)	When the student wants to eat cereal, will they ask for a spoon?
Recognize – “juice”	When all breakfast items are on the table and ask the student “which one is the juice?”
Retrieve and Relocate (following directions)	Student follows directions to go to the cabinet and get a cup (retrieve) and bring it back to the table (relocate)
Naming	Point to the cup and ask the student “what’s this?”
Describing	When student is wiping their mouth after eating, ask the student “what are you doing”

239

Table 12  
 Listener Responses, Names, and Requests for Event 14:  
 Indicating the Presence and Location of Pain or Discomfort (LRND14)  
 Introduced after Listener and Speaker Responses have been Acquired for 10 Events

Pain and Location	Pain and Location	Pain and Location
head hurts or headache	stomach or tummy hurts [stomach or tummy ache]	throat hurts or throat is sore
rec	rec	rec
nd	nd	nd
Pain and Location	Pain and Location	Pain and Location
arm hurts	leg hurts	foot hurts or foot is sore
rec	rec	rec
nd	nd	nd
Preferred Item or Activity	Preferred Item or Activity	Preferred Item or Activity
a pillow	throat lozenges	ice or a warm wash cloth
req	req	req
Preferred Item or Activity	Preferred Item or Activity	Preferred Item or Activity
aspirin	lying down	a cold or a hot drink
req	req	req

**rec.** recognize **ret/rel:** retrieve/relocate **nd:** name or describe **comp:** complete an activity  
**rec-p:** recognize a photograph **nd-p:** name or describe a photograph **req:** make a request

240

# Videos

## Teaching Verbal Behavior During Daily Routine Events

### Mands, Tacts & Listener Responses

[Llama Making Coffee](#)

[Dan Packing Lunch](#)

[Juma Toothbrushing](#)

[Llama Making Sandwich](#)

241

\* Events are introduced after most of the listener responses in LR-1-17 have been acquired

#### EFL Data Sheets Events

Name: \_\_\_\_\_

1-3: The First Time Around (LRND1.1-3.1)

Event: 1.1 Making a Sandwich

MRR: \_\_\_\_\_

Preferred Item	Prompt Level	Skill Area
Bread	FPP-PPP	rec
	IND-2P-2E	
	FPP-PPP	ret / rel
	IND-2P-2E	
FPP-PPP	nd	
IND-2P-2E		

Preferred Item	Prompt Level	Skill Area
Cheese	FPP-PPP	rec
	IND-2P-2E	
	FPP-PPP	ret / rel
	IND-2P-2E	
FPP-PPP	nd	
IND-2P-2E		

Item	Prompt Level	Skill Area
Plate	FPP-PPP	rec
	IND-2P-2E	
	FPP-PPP	ret / rel
	IND-2P-2E	
FPP-PPP	nd	
IND-2P-2E		

Item	Prompt Level	Skill Area
Knife	FPP-PPP	rec
	IND-2P-2E	
	FPP-PPP	ret / rel
	IND-2P-2E	
FPP-PPP	nd	
IND-2P-2E		

Item	Prompt Level	Skill Area
Toaster	FPP-PPP	rec
	IND-2P-2E	
	FPP-PPP	ret / rel
	IND-2P-2E	
FPP-PPP	nd	
IND-2P-2E		

Activity	Prompt Level	Skill Area
Spreading Cheese	FPP-PPP	
	IND-2P-2E	comp
	FPP-PPP	
IND-2P-2E	nd	

**Keys:**

rec: recognize    nd: name or describe    comp: complete an activity

ret / rel: retrieve / relocate    rec-p: recognize a photograph    nd-p: name or describe a photograph

FPP: Full Physical Prompt    2P: Across 2 persons

PPP: Partial Physical Prompt    2E: Across 2 exemplar

IND: Independent

242

EVENTS PROBE DATA SHEET

- Preferred Item	- Item
- Familiar Person	- Place
- Location	- Use item with feature
- Item to a place/location	- Two items with a feature
- One item with 2 features	- Two items with 2 features
- One item with 2 features	- Two items with 2 features
- Activity	- Part of item

Name: \_\_\_\_\_ MRN: \_\_\_\_\_ Dates: 2/28/18 to \_\_\_\_\_

Event: 1.) Making a Sandwich Skill area: Cheese

Criteria to Master a Target: 5 IND consecutive sessions / 1 IND in two or more examples / 1 IND in the presence of either of two people.

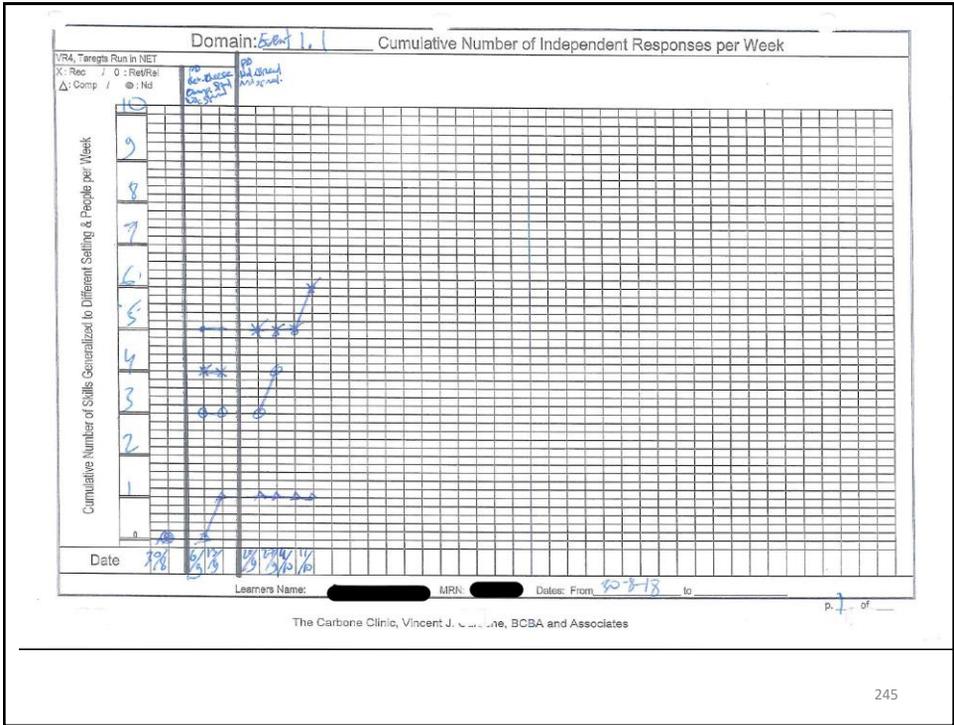
Target/ Cum #s	Date/ IV															
Recognize	5 cons. IND															
BREAD	2/28	2/28	3/8													
Relocate/Retrieve	5 cons. IND															
CHEESE	2/28	2/28	3/8	2/6	3/4	1/9	3/6									
Name/Describe	5 cons. IND															
PLATE	2/28	2/28	3/8													

Prompt Levels: PB: Problem behavior / FPP: Full Physical Prompt / FPP: Partial Physical Prompt / IND: Independent / 2E: Across two exemplars / 2P: Across two people

Essential for Living Skills Tracking Sheet  
Events 1-3, The First Time Around

Learner: \_\_\_\_\_ Skill Area: Listener Responses, Names and Descriptions (LRND)

Item Name	Date Introduced	Date Mastered	Date Mastered with 2 or more People (2P)	Date Mastered with 2 or more examples of each item (does not apply to activities, people, places or locations) (2E)	Cumulative Number of Skills Generalized
Preferred Item: <u>Bread</u>					
Recognizing (rec)	2-8-18	3-9-18	9-9-18		
Retrieving (ret)	2-8-18	3-9-18	9-9-18		
Relocating (rel)					
Naming (nd)	2-8-18	3-9-18	9-9-18		
Preferred Item: <u>Cheese</u>					
Recognizing (rec)	2-8-18	17-9-18	18-9-18		
Retrieving (ret)	2-8-18	24-9-18	25-9-18		
Relocating (rel)					
Item: <u>Plate</u>					
Recognizing (rec)	2-8-18	3-9-18	9-9-18		
Retrieving (ret)	2-8-18	3-9-18	9-9-18		
Relocating (rel)					
Naming (nd)	2-8-18	3-9-18	9-9-18		



**Problem Behavior Management**  
**From the Essential 8**

Waiting  
 Removal  
 Complete Tasks  
 Accept No  
 Transitions

246

One. <b>MAKING REQUESTS</b> for the removal or reduction in intensity of non-preferred situations
Two. <b>WAITING</b>
Three. <b>ACCEPTING REMOVALS</b> -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns
Four. <b>COMPLETING REQUIRED TASKS</b> -- 10 Consecutive, Brief, Previously Acquired Tasks
Five. <b>ACCEPTING 'NO'</b>
Six. <b>FOLLOWING DIRECTIONS</b> Related to Health and Safety
Seven. <b>COMPLETING DAILY LIVING SKILLS</b> Related to Health and Safety
Eight. <b>TOLERATING SITUATIONS</b> Related to Health and Safety

247

## Teaching Related Listener Responses: Waiting

- EFL R9: Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time.
  - Step 1 → Teach the learner to request different items and activities.
  - Step 2 → Conduct an initial assessment to determine how long the learner will tolerate waiting following a request for a preferred item or activity.
  - Step 3 → Run wait trials at the designated phase determined during baseline.
  - Step 4 → Record data to monitor the learner's progress and to determine when to increase the duration of the wait interval.

## Teaching Related Listener Responses

### Waiting

- Run 20-30 wait trials per day (naturally occurring & contrived trials).
- When the learner emits an independent request for an item or activity tell him/her to wait.
- Require the learner to wait for the designated wait interval (1 second, 10 seconds, 2 minutes etc.)
  - For some learners you might have to count out loud and show the passage of time on your fingers.
- If the learner tolerates waiting for the entire duration of the wait interval, deliver the item.
- If the learner does not tolerate waiting, continue to re-start the wait interval until the learner waits for the entire duration of the wait interval.

249

## Data Collection

### Waiting

- Record trial by trial wait data.
- Record the following information:
  - Date and time
  - What the learner requested and was waiting for
  - Duration of the wait interval
  - How many times the wait interval (count) was re-started
  - Topographies of problem behavior the learner emitted
  - Staff initials

250

# Sample Data Sheet Waiting

## WAIT for a Reinforcer Data Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ --- \_\_\_\_\_

**BEHAVIOR KEY: The following are keys to specific target behaviors.**

Date and Time	What did he want?	Wait Interval	How Many Times Did You Have to Count?	Behavior	Initial

251

# Sample Data Sheet Waiting

## Wait Trials Data Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ --- \_\_\_\_\_

**Behaviors Targeted for Reduction:**  
**BS-** banging surfaces      **G-** grabbing      **H-** hitting      **HB-** head butting  
**B-** biting      **TO-** throwing objects      **RA-** repetitive asking      **K-** kicking  
**W-** whining      **OS/OM-** out of seat/off mat      **S-** scratching

Trial	Desired Item/ Activity	Target Wait Interval	How many times did you have to re-start	Problem Behaviors (list)	Staff initials
	wiggles	10-seconds	NA	COMPLIANCE	
1	wiggles	10-seconds	5	OS, G, BS	
2	Snack	10-seconds	2	RA, G	
3	chips	10-seconds	6	RA, G	
4	book	10-seconds	NA	COMPLIANCE	
5	wiggles	10-seconds	NA	COMPLIANCE	
6	apple	10-seconds	3	S, K	
7	book	10-seconds	10	OS, G, BS	
8	chips	10-seconds	2	RA, K	
9	chips	10-seconds	NA	COMPLIANCE	
10	book	10-seconds	2	RA	
11	wiggles	10-seconds	1	G,	
12	book	10-seconds	NA	COMPLIANCE	
13	book	10-seconds	3	OS, G, BS	
14	wiggles	10-seconds	NA	COMPLIANCE	
15					

**Data Summary (at the end of the day)**

Total number of Wait trials without PB = \_\_\_\_\_  
 Total number of Wait trials practiced for the day = 6 / 13 X 100 = 45% of Compliance for Wait

252

# Monitoring Progress- Essential for Living Waiting

Essential for Living: ARP 9

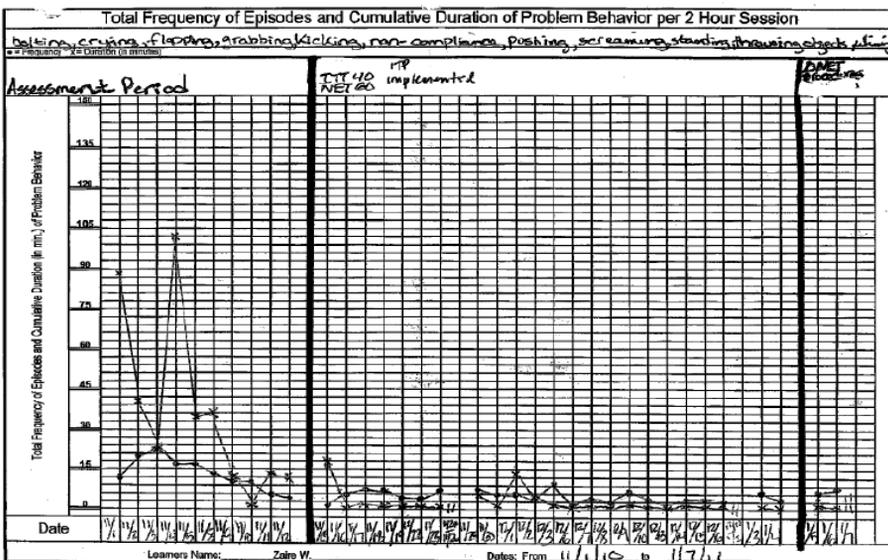
R9. Waits after making requests for each of the items and activities in R7 and R8 for gradually increasing periods of time

	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Del
1 Cracker													
2 iPad													
3 jump (trampoline)													
4 Music													
5 chip													
6													
7													
8													
9													
10													

When directed to do so, learners wait for requests to be honored, without exhibiting problem behavior, without raising or requiring prompts, without rejecting the original request, making requests for 'when' or 'later', or making requests for other items or activities, when strong motivating events occur, in the presence of either of two persons, and continue making other required responses on three consecutive occasions...

- IA [the initial assessment of this skill has been completed]
- IM [instruction or management has begun]
- 1s for 1 second
- 2s for 2 seconds
- 5s for 5 seconds
- 10s for 10 seconds
- 20s for 20 seconds
- 1m for 1 minute
- 2m for 2 minutes
- 5m for 5 minutes
- 10m for 10 minutes
- 20m for 20 minutes
- Del [ 'waiting' is no longer occurring consistently ]

253



701

254

## WAITING VIDEOS

### Waiting with Mild Problem Behavior

255

## Teaching Related Listener Responses Accepts the removal & Completes Tasks

- R10: Accepts the removal of access to 10 items or activities from R7 or R8 by a person of authority.
- Teach the learner to tolerate giving up preferred items/activities/people when asked to do so.
- Run 20-30 contrived interruption/removal trials per school day.
- If necessary, offer the learner a “promise” when you remove the preferred item.
- Start with easy demands (e.g., remove the preferred item for 1 second, remove preferred item 10 seconds).
- When the learner meets the mastery criteria for a specific phase of the program systematically increase the duration away from the preferred item and/or increase the difficulty of demands (e.g., remove preferred item 10 seconds and complete 3 easy demands).

256

# Sample Data Sheet Accepts the removal

## INTERRUPTION/TRANSITION DATA SHEET

Name: MAX Date: 6.30 Time: 1:30 -- 4:00

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in this box  
(e.g. Kicking = K, Hitting = H)

*h = hitting*  
*CR = Crying*  
*C = compliance*      *f = flopping*

Trial	Location	Demand	Problem Behavior	Time to Compliance	Initial
1	trampoline	off in chair (10 seconds)	h, f	30 sec	
2	spn toy		C	10 sec	
3	books		CR	2 min	
4	puzzles		CR, F	40 sec	
5	music		H	1 min	
6	music		C	10 sec	
7	ball pit		CR	30 sec	
8	trains		f, H	1 min	
9	MOM		H, CR	45 sec	
10	wagon	↓	C	10 sec	

[Josh L](#)

[Naryan](#)

257

## Teaching Related Listener Responses Completes 10 tasks independently

- R11: Completes 10 consecutive, brief previously acquired task.
- The goal is to teach learners to independently complete one task after another for at least 10 different tasks (e.g., independent work chain, leisure activity schedule).
  - Step 1 → Determine tasks that the learner can complete independently.
  - Step 2 → Write a task analysis
  - Step 3 → Conduct a baseline
  - Step 4 → Use prompt and prompt fading procedures to teach the learner to complete each step of the chain.
  - Step 5 → Record data and monitor learner progress
    - Record data on each step of the chain.
    - Calculate the percentage of steps completed independently.
    - Graph the percentage of steps completed independently.

258

# Sample Data Sheet Completes tasks Independently

## Stimulus Response Data Sheet

**Learner:** \_\_\_\_\_ **Skill:** Independent Work  
**Instructions:** Create a stimulus response chain with the SD and consequence listed for each response. Record the prompt level for each response (total task), or current target step (backward chain or forward chain).

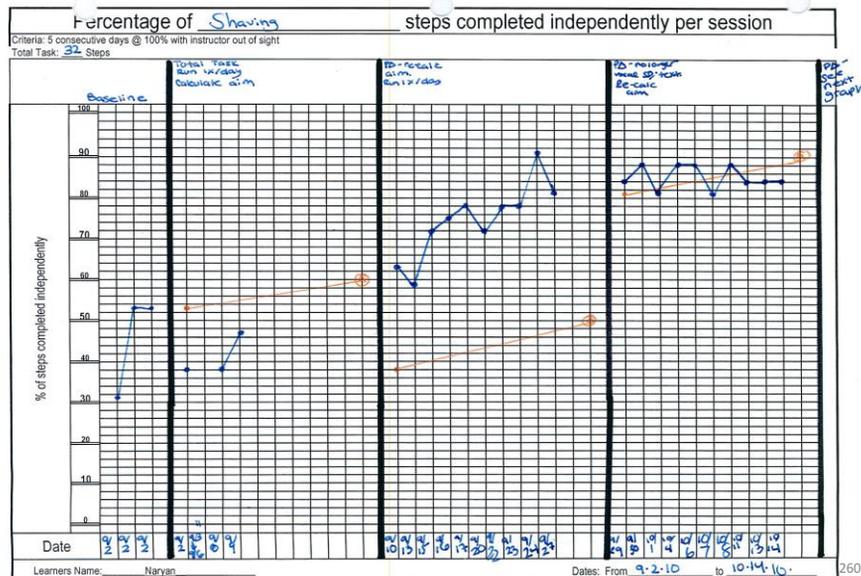
Backward Chain	
Forward Chain	
Total Task	

	Date															
"Go do your work."	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
Walks to work area	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
Pulls out chair	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND
Sit Down	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
Turn to face drawers	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
Pull out Drawer # 1	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND
Take contents out of drawer # 1	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
Set up contents to complete task	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
Complete Task	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND
Return task to drawer # 1	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
Close Drawer # 1	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
Pull out Drawer # 2	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND
Take contents out of drawer # 2	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND	IND

[JUMA Video](#) [Chelsea Naryan](#)

259

# Sample Graph



260

## Teaching Related Listener Responses Accepting No

- R15: 'Accepts no' after making requests for items and activities that were taught and are often honored.
  - Step 1 → Teach learner to request different items and activities.
  - Step 2 → Once the learner masters a specific request, run contrived accepting no trials.
  - Step 3 → Record data to monitor the learner's progress.
    - Record trial by trial data
    - Graph percentage of appropriate accepting no trials

261

## Teaching Related Listener Responses: Accepting No

- Run 20-30 contrived accepting no trials per day.
- When the learner emits an independent request for an item or activity tell him/her no.
- If the learner tolerates accepting no, reinforce (with a different preferred item that they initially asked for).
  - For some learners you may have to offer an alternative reinforcer initially.
- If the learner does not tolerate accepting no do NOT deliver the item. Ignore the problem behavior, or continue on with the activity/routine, until problem behavior stops.
- When the problem behavior stops start to reinforce, but do NOT deliver the original item the student asked for).

262

## Data Collection Accepting No

- Record trial by trial accepting no data.
- Record the following information:
  - Reinforcer/reinforcing situation
  - Alternative reinforcer offered (if appropriate)
  - Topographies of problem behavior the learner emitted & duration of problem behavior
  - Staff initials

263

## Sample Data Sheet Accepting No

### *“Accepting NO” Data Sheet*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ --- \_\_\_\_\_

**BEHAVIOR KEY:** Designate an abbreviation for the problem behavior in this box  
(e.g. Kicking = K, Hitting = H)

<i>Trial</i>	<i>Reinforcing Situation</i>	<i>Alternative Reinforcer Offered</i>	<i>Problem Behavior</i>	<i>Initials</i>

264

# Sample Data Sheet

## Accepting No

"Accepting NO" Data Sheet

Name: Max Date: 10/21 Time: 9:00 - 11:50

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in this box  
(e.g. Kicking = K, Hitting = H)

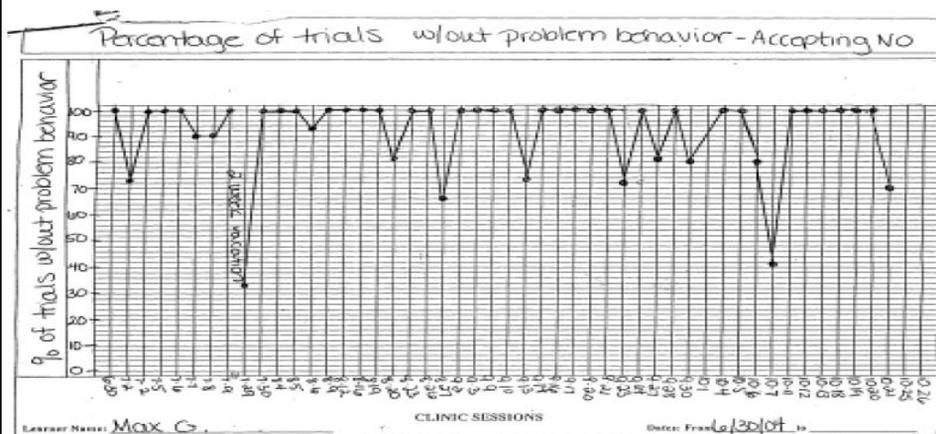
a = accept

Trial	Reinforcing Situation	Alternative Reinforcer Offered	Problem Behavior	Initials
1	block	pretzel	cry/whine	Dad
2	block	apple	cry	Dad
3	cow	sheep	a	Dad
4	music	pig	a	Dad
5	horse	cow	a	Dad
6	chicken	snack	a	Dad
7	farmer	chicken	a	Dad
8	hay	pig	a	Dad
9	cow	sheep	a	Dad
10	hay	chicken	whine	Dad
11				
12				
13				
14				
15				

265

# Sample Graph

## Accepting No



The Carbone Clinic

266

## VIDEOS

### ACCEPTING NO

#### Accepting No with Problem Behavior

267

## Teaching Related Listener Responses: Transitions

- Arrange opportunities for the individual to transition to unpreferred activities.

### Transition Videos

268

## Daily Living Skills and Related Skills / Doing Skills (DLS)

- The most functional skills – being able to do something with as little assistance as possible.
- Range from must have skills to good to have skills
- Must Have
  - Eating, drinking, feeding, mobility, sleeping, avoiding harmful substances
- Should Have
  - Toileting, eating, drinking, feeding, medical procedures, mobility, personal hygiene, dressing, leisure activities, school and instruction activities, vocational skills
- Good to Have
  - Leisure activities in the community, laundry, cleaning, using a phone, preparing food

269

## Teaching Daily Living and Related Skills Washes hands

- The goal is for the learner to emit all responses in the hand washing chain without staff assistance.
  - Step 1 → Develop a task analysis
  - Step 2 → Conduct baseline
  - Step 3 → Use prompt and prompt fading teaching procedures.
    - Physical prompts only!
    - Provide prompts when needed (errorlessly)
    - Fade prompts as quickly as possible
  - Step 4 → Record data on the hand washing chain to record the learner's progress over time.
    - Record data on each step of the chain.
    - Calculate the percentage of steps completed independently.
    - Graph the percentage of steps completed independently.

270

## Teaching Daily Living and Related Skills Important Considerations

- The goal should be to teach to **100%** independence. This means the teacher can be out of sight and the student will accurately and fluently complete all steps within the chain.
- When you are finished teaching the student should no longer need “reminders” from the teacher to complete the skill.
- It is important to teach the student to respond to the materials that will actually be in the environment when they are going to perform the skill themselves (instead of relying on additional materials or prompts from the teacher).

271

## Teaching Daily Living and Related Skills Example of an S-R Chain

Step #	SD / Consequence	Response	Baseline			Date		
1	S <sup>D</sup> : “Brush your teeth”  C: Box is open	Open box	IND NR IR	IND NR IR	IND NR IR	FP PP IND	FP PP IND	FP PP IND
2	S <sup>D</sup> : Sight of toothpaste  C: Toothpaste in hand	Pick up toothpaste	IND NR IR	IND NR IR	IND NR IR	FP PP IND	FP PP IND	FP PP IND
3	S <sup>D</sup> : Holding toothpaste  C: Toothpaste open and cap in hand	Open toothpaste	IND NR IR	IND NR IR	IND NR IR	FP PP IND	FP PP IND	FP PP IND

Key:

IND: Independent Response

NR: No Response

IR: Incorrect Response

PP: Partial prompt

FP: Full prompt

272

## Teaching Daily Living and Related Skills How to Teach to Independence

- Always keep in mind the end goal, for the student to be independent. Therefore, the type of prompts the teacher uses to teach these skills need to be considered.
- Use physical prompts (instead of a vocal or a gestural prompt).
- Whenever possible, physically prompt from behind so that the teacher's presence can be removed as easily and quickly as possible.

273

## Teaching Daily Living and Related Skills Procedures to Eliminate Prompts and Increase Independence

- **Most-to-Least Prompts**
  - The most intrusive prompt is provided immediately; the teacher fades to less intrusive prompts as appropriate.
  - Used when the teacher analyzes that the learner will need a full physical prompt to engage in the correct behavior.
  - Used when the learner's inclination is to respond incorrectly.
- **Least-to-Most Prompts**
  - Used when the teacher analyzes that the learner will need only a partial prompt to engage in the correct behavior.
  - The least intrusive prompt is provided first and the teacher uses more intrusive prompts only as necessary.
  - Used when the teacher wants to provide an opportunity for the learner to engage in correct behavior with the least amount of assistance necessary and believes that learner may not need a full physical prompt to perform the behavior independently.

274

# Teaching Daily Living and Related Skills Procedures to Eliminate Prompts and Increase Independence

## • Graduated Guidance

- The teacher shadows the student's movements and provides physical prompts only when necessary. Over time, and based on the student's responding, the teacher increases the distance of his/her hands from the student until eventually the shadowing is eliminated and the student engages in the behavior independently.
- This type of prompt is typically used with total task presentation.
- When using graduated guidance, the instructor will also need to determine if most-to-least or least-to-most prompting methods will be used when prompts have to be provided.

## • Prompt (Time) Delay

- The teacher presents the instruction, waits a certain number of seconds (typically 3 seconds), and then, if the correct response has not yet been emitted, provides a prompt.
- Used with students who are unlikely to emit an incorrect response. 275

**BACKWARD CHAIN**  
Stimulus Response Data Sheet

Learner: Andy V.      Skill: Hand washing  
Chaining Procedure: Backward Chain      Criteria: Mastery for individual step: 3 cons. Days

Instructions: Create a stimulus response chain with the SD and consequence listed for each response. On the first teaching trial of the day record the prompt level for each response. Teach three times per session.

Step #	SD / Consequence	Response	Baseline	Date													
21	S <sup>0</sup> Vocal SD "Go wash your hands" C Standing in front of sink	Walk to sink in bathroom	NR IR FP PP IND														
20	S <sup>0</sup> Standing in front of sink, sleeves pulled down C Sleeves at elbows	Push up sleeves	NR IR FP PP IND														
19	S <sup>0</sup> Sleeves at elbows, slight of sink with no water running C Water running	Turn on water	NR IR FP PP IND														
18	S <sup>0</sup> Sees/hears water running C Hands wet	Put hands under water	NR IR FP PP IND														
17	S <sup>0</sup> Hands wet C Soap in hands	Dispense soap (1 push)	NR IR FP PP IND														
16	S <sup>0</sup> Soap in hands C Soggy palms, hears auditory stimulus "5"	Rub palms together while counting to 5	NR IR FP PP IND														
15	S <sup>0</sup> Hears auditory stimulus "5," sees back of left hand not lathered C Soggy back L hand, hears auditory stimulus "5"	Use right hand to rub back of left hand while counting to 5	NR IR FP PP IND														
14	S <sup>0</sup> Hears auditory stimulus "5," sees back of right hand not lathered C Soggy back R hand, hears auditory stimulus "5"	Use left hand to rub back of right hand while counting to 5	NR IR FP PP IND														
13	S <sup>0</sup> Hears auditory stimulus "5," sees palms and backs of both hands covered with soap C Soap rinsed off palms, hears auditory stimulus "5"	Rub palms together under water while counting to 5	NR IR FP PP IND														
12	S <sup>0</sup> Hears auditory stimulus "5," sees soap on back of left hand C Soap rinsed off back of left hand, hears auditory stimulus "5"	Use right hand to rub back of left hand under water while counting to 5	NR IR FP PP IND														
11	S <sup>0</sup> Hears auditory stimulus "5," sees soap on back of right hand C Soap rinsed off back of right hand, hears auditory stimulus "5"	Use left hand to rub back of right hand under water while counting to 5	NR IR FP PP IND														

Key: NR – No Response, IR – Incorrect Response, FP – Full Prompt, PP – Partial Prompt, IND – Independent



Skill: Toothbrushing

Criteria: 5 consecutive days

X FFF/IND/IND Chain

Step #	SD / Consequence	Response	7/1	7/2	7/3	7/4	7/5	7/8	7/9	7/10	7/11	7/12	7/13	7/14	7/15	7/16	7/17	7/18	7/19	7/20	7/21	7/22	7/23	7/24
13	S <sup>2</sup> Toothpaste in hand C: Cap & toothpaste in hand	Pick up cap	FP PP IND																					
14	S <sup>2</sup> Cap & toothpaste in hand C: Cap on toothpaste	Put cap on toothpaste	FP PP IND																					
15	S <sup>2</sup> Cap on toothpaste C: Toothpaste on counter next to toothbrush	Put toothpaste on counter	FP PP IND																					
16	S <sup>2</sup> Toothbrush on counter C: Toothbrush in hand	Pick up toothbrush	FP PP IND																					
17	S <sup>2</sup> Toothbrush in hand C: R top chewing surface brushed	Brush R top chewing surface (count to 10)	FP PP IND																					
18	S <sup>2</sup> R top chewing surface brushed C: R top outside surface brushed	Brush R top outside surface (count to 10)	FP PP IND																					
19	S <sup>2</sup> R top outside surface brushed C: L top chewing surface brushed	Brush L top chewing surface (count to 10)	FP PP IND																					
20	S <sup>2</sup> L top chewing surface brushed C: L top outside surface brushed	Brush L top outside surface (count to 10)	FP PP IND																					
21	S <sup>2</sup> L top outside surface brushed C: R bottom chewing surface brushed	Brush R bottom chewing surface (count to 10)	FP PP IND																					
22	S <sup>2</sup> R bottom chewing surface brushed C: R bottom outside surface brushed	Brush R bottom outside surface (count to 10)	FP PP IND																					
23	S <sup>2</sup> R bottom outside surface brushed C: L bottom chewing surface brushed	Brush L bottom chewing surface (count to 10)	FP PP IND																					
24	S <sup>2</sup> L bottom chewing surface brushed C: L bottom outside surface brushed	Brush L bottom outside surface (count to 10)	FP PP IND																					
25	S <sup>2</sup> L bottom outside surface brushed C: Top front surface brushed	Brush top front surface across (count to 10)	FP PP IND																					
26	S <sup>2</sup> Top front surface brushed C: Bottom front surface brushed	Brush bottom front surface across (count to 10)	FP PP IND																					

**Learning Andre toothbrushing Andre Toothbrushing**

Key: NR – No Response, FP – Full Physical Prompt, PP – Partial Physical Prompt, IND – Independent

279

**TOTAL TASK PRESENTATION**

Stimulus Response Data Sheet

Learner: Naryan Skill: Shaving

Chaining Procedure: Total Task Criteria: 5 consecutive days with instructor out of sight

Instructions: Create a stimulus response chain with the SD and consequence listed for each response. Record the prompt level for each response (total task), or current target step (backward chain or forward chain).

Date

Step #	SD / Consequence	Response	4/21	4/22	4/23	4/24	4/25	4/26	4/27	4/28	4/29	4/30	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10	5/11	5/12	5/13	5/14	5/15	5/16	5/17	5/18	5/19	5/20	5/21	5/22	5/23	5/24
1	S <sup>2</sup> : 'Naryan, go shave' C: In bathroom standing in front of sink	Walks to the bathroom	FP PP IND																																	
2	S <sup>2</sup> : In bathroom standing in front of sink/closed drawers C: Drawer opened	Opens drawer	FP PP IND																																	
3	S <sup>2</sup> : Drawer opened, materials inside C: Materials (shaving box) on counter next to sink	Take materials out of drawer and places on counter	FP PP IND																																	
4	S <sup>2</sup> : Materials on counter, drawer opened C: Drawer closed	Close drawer	FP PP IND																																	
5	S <sup>2</sup> : Drawer closed, box next to sink, closed C: Shaving box opened on counter	Open shaving box	FP PP IND																																	
6	S <sup>2</sup> : Shaving box opened on counter, razor inside C: Razor in right hand	Pick up razor and grasp with right hand	FP PP IND																																	
7	S <sup>2</sup> : Cap on razor C: Cap off razor	Take cap off razor	FP PP IND																																	
8	S <sup>2</sup> : Cap off razor in hand C: Razor cap on counter	Place cap on counter	FP PP IND																																	
9	S <sup>2</sup> : Razor without cap in right hand, razor off C: Razor on	Turns on razor with left hand	FP PP IND																																	
10	S <sup>2</sup> : Razor on, lips un tucked C: Lips tucked	Tuck lips in any way necessary (may be n/a)	FP PP IND																																	
11	S <sup>2</sup> : Lips tucked, razor in hand C: Razor on face	Place razor on face (either chin or upper lip area)	FP PP IND																																	

Key: NR – No Response, FP – Full Physical Prompt, PP – Partial Physical Prompt, IND – Independent

280

Step #	SD / Consequence	Response	4/27	4/28	4/29	5/1	5/5	5/6	5/9	5/11	5/12	5/13	5/14	5/15	5/20	5/23	5/24	5/26	5/27	
12	S <sup>o</sup> : Razor on face, face not shaved C: Face completely shaved	Move razor around in any way necessary in order to remove all hair	FP IND																	
13	S <sup>o</sup> : Shaving complete, lips tucked C: Lips untucked	Untuck lips	FP IND																	
14	S <sup>o</sup> : Lips untucked, razor on C: Razor turned off	Turn razor off	FP IND																	
15	S <sup>o</sup> : Razor turned off, cover on counter C: Cover in hand	Pick up cover	FP IND																	
16	S <sup>o</sup> : Cover in hand, razor uncovered C: Razor covered	Place cover on razor	FP IND																	
17	S <sup>o</sup> : Razor covered, turned off, and in hand C: Razor in box	Put razor in box	FP IND																	
18	S <sup>o</sup> : Aftershave in box, not yet used C: Aftershave in left hand	Take aftershave out of box using left hand	FP IND																	
19	S <sup>o</sup> : Aftershave in left hand, cap closed C: Aftershave opened	Open aftershave with right hand	FP IND																	
20	S <sup>o</sup> : Aftershave bottle opened in left hand, no cream on hands C: Aftershave cream on right hand	Using left hand, squeeze one dollop of aftershave onto right hand	FP IND																	
21	S <sup>o</sup> : Aftershave cream on right hand, bottle in left hand C: Aftershave bottle on counter	Put bottle on counter	FP IND																	
22	S <sup>o</sup> : Aftershave bottle in counter, aftershave on one hand C: Aftershave on both hands	Rub hands together	FP IND																	
23	S <sup>o</sup> : Aftershave cream in hand C: Aftershave cream on face	Rub in aftershave cream around chin, upper lip, and neck area	FP IND																	
24	S <sup>o</sup> : Aftershave cream on face, aftershave bottle opened on counter C: Aftershave bottle closed	Close aftershave bottle	FP IND																	

Key: NR - No Response, FP - Full Physical Prompt, PP - Partial Physical Prompt, IND - Independent

Step #	SD / Consequence	Response	4/27	4/28	4/29	5/1	5/5	5/6	5/9	5/11	5/12	5/13	5/14	5/15	5/20	5/23	5/24	5/26	5/27	
25	S <sup>o</sup> : Aftershave bottle closed, not yet in box C: Aftershave cream in box	Place aftershave cream in box	FP IND																	
26	S <sup>o</sup> : All materials in box, box opened on counter C: Box closed on counter	Close box	FP IND																	
27	S <sup>o</sup> : Box closed on counter, drawer closed C: Drawer opened	Open drawer	FP IND																	
28	S <sup>o</sup> : Box closed on counter, drawer opened C: Box in drawer	Place box in drawer	FP IND																	
29	S <sup>o</sup> : Box in drawer, drawer opened C: Drawer closed	Close drawer	FP IND																	
30	S <sup>o</sup> : Shaving chain complete, standing in bathroom C: Outside of bathroom, chain complete	Walk out of bathroom	FP IND																	
Percentage: (total steps: 30)			93	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
			-2	-4		-1	-1	-2	-1	5		-3		5	4	4				3

Naryan Shaving



